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ABSTRACT

Administrators and board members often wonder how their respective governing bodies measure up to others. To help them gauge their success, some benchmarks that diocesan, elementary and secondary school boards, commissions, and councils can use are presented here. The information was gathered through surveys, the results of which are coupled with examples and stories from the field. The information is presented in six chapters. A historical overview of Catholic Education Boards is followed by some of the characteristics of diocesan and local boards, such as board structure, board authority, board size, board chairperson, and other information. No matter their makeup, all boards have activities and responsibilities that are discussed in the next chapter. Areas focused upon include accountability, areas of responsibility, main achievement, and training. Following a description of the makeup and responsibilities of these boards, the effectiveness of these groups is characterized. Perceived effectiveness, predictors of perceived effectiveness, the ownership of issues, effective committees, effective communication, and factors leading to main achievements are all discussed. Finally, some benchmarks of excellence and practical applications for elementary and secondary school boards and for diocesan boards are profiled. Thirty appendices (covering more than half of the book) contain survey methodology, board member profiles, and other information. (RJM)

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Benchmarks of Excellence

Effective Boards of Catholic Education

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Benchmarks of Excellence

Effective Boards of Catholic Education

by John J. Convey, Provost
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National Association of Boards of Catholic Ediucation
National Catholic Educational Association

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Preface and Acknowledgements

Benchmarking sparks new thinking. *Benchmarks of Excellence: Effective Boards of Catholic Education* is published for diocesan, elementary and secondary school boards, commissions and councils to present benchmarks that were identified through survey results. Information gathered from the survey, coupled with examples and stories from the field, indicate that boards are at a different juncture than they were ten years ago. Boards have moved on the governance continuum from collaborative bodies to leaders in carrying out their governance role. Between these book covers are new board benchmarks that have the power to spark new models, creative ideas and fresh best practices.

In 1990, *Building Better Boards, A Handbook for Board Members in Catholic Education*, written by Lourdes Sheehan, RSM, was published. It has served as an inspiration as well as a foundation for this publication. *Benchmarks of Excellence* tests the governance ideas presented in Sheehan's book. Diocesan and school administrators and board chairpersons were surveyed to determine if the concepts presented in *Building Better Boards* worked and, more importantly, if their implementation made a difference. The findings presented here not only verify but go beyond Sheehan's presentations and set new benchmarks.

This publication is the result of the energies of many. Special acknowledgment goes to the following:

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An Historical Overview of Catholic Education Boards

- *What are Catholic education boards, commissions and councils?*
- *What are these governing bodies doing?*
- *What should they be doing?*

Introduction

Administrators and board members who wonder how their respective governing bodies measure up to others often ask the above questions. Ideally, such questions are answered from data of similarly situated boards that have published information about their experiences. In reality, however, educational leaders are often left to speculate due to the paucity of information and research data available.

In an attempt to remedy this situation, the National Association of Boards of Catholic Education (NABE) conducted national surveys of diocesan and local elementary and secondary Catholic education boards, commissions and councils during the winter of 1993 and through the spring of 1994. As a result of the findings, speculation can be replaced with facts and figures. The analysis of the national statistically significant data presented in the following chapters is an invaluable tool for individual boards as they engage in setting benchmarks to measure their own performance.

This publication enables the reader to move from speculation to data analysis and to evaluation of practical tips offered with the intent of motivating diocesan, elementary and secondary boards to equal or to surpass the reported benchmarks.

Overall, the book's focus is on school boards, but in some instances it deals with both school and religious education programs where a total education board model is operative.

Types of Diocesan and Parish Boards

J. Stephen O'Brien describes and defines the structure of different types of boards in *A Primer on Educational Governance in the Catholic Church*. The two types of boards he identifies as appropriate models for Catholic school boards are:

- **Boards with limited jurisdiction:** A board has final authority only in those educational areas specifically delegated as such by the bishop, pastor or religious congregation. Although religious congregations or other corporations may hold title to a school, the diocesan bishop holds final jurisdiction in matters that pertain to the religious education and Catholic identity of the institution.

- **Consultative board:** This type is identified by O'Brien as "one which cooperates in the policy-making process by formulating and adapting but never enacting (passing) policy." The person with the final authority establishes those areas in which the board is to be consulted.(1)

Importance of Boards in Catholic Education

Lourdes Sheehan, RSM, Ed.D., in *Building Better Boards*, provided the seminal work in the field of board development in the post-Vatican II era. She related the Council's call for shared responsibility and participatory decision-making with the laity to that of development of boards of education that were configured to reflect the church's commitment to collegiality and subsidiarity.

Some of the reasons which are advanced to motivate the establishment of boards are:

- **To provide an opportunity for laity to participate in the educational ministry of the church.** Through their work on the board, members participate in the educational ministry of the church. Because of their responsibility for the quality of the education and the Catholic identity of the school/parish program, members assist in providing an environment that nurtures each student to fulfill his/her potential and become the "new creature" and, at the same time, prepares each for the responsibilities of adult membership in society and church.(2)

- **To provide unity, direction and stability for the educational programs.** Boards provide unity, direction and stability for the school and/or catechetical efforts. Under the leadership of the board, a unified vision of the future of the school/s is developed and supported by the school community. Boards give direction through short-term and long-range planning as well as through the policies they formulate. They provide stability through their work to ensure that the educational mission is lived-out even after changes in administration. In addition, the board is responsible for ensuring the financial viability that is essential to the program's future.

  Msgr. Olin Murdick, one of the pioneers in the board movement and a former secretary for education of the United States Catholic Conference, emphasizes the significance of developing this aspect of the role of boards:

  > Obviously the Catholic education board, which seeks to make policy enabling an institution to achieve the important objective of quality education, will be able to pursue this objective only to the extent that it understands clearly what is meant by the term. I submit that a board must have a good grasp of the educational objectives it wants to pursue before it can hold the key to quality education.(3)

- **To ensure the rights and duties of those served by or employed by the institution.** Boards ensure that the rights of individuals are protected and that duties are carried out. It is the board that works toward the payment of just salaries and benefits. Through the board, policy that requires duties to be carried out is developed and monitored. For example, a policy may come from the board that stipulates the time span to be provided for before-school supervision. Another example is a policy set by the board that outlines the coaches' supervisory responsibilities during away games.

- **To foster the institution's mission.** Boards commit to articulating, monitoring and ensuring the living out of the mission of the program/institution. Internally, they monitor the implementation of the mission by extrapolating the component parts and developing means of assessing how each is being carried out. A natural and important next step to this exercise is to plan for new ways to live-out these elements. Externally, board members are the front-line public relations persons; they must enunciate and clarify the purpose and vision of the institution with the local community and the public at large.

- **To represent the stakeholders.** Board members represent those who have a share and interest in the enterprise, the school or institution. Members from the parish, business community and school families bring to the board table the concerns, background, information and insights that are reflected in board decisions, actions and policies. This creates the sense of ownership that is so important for the success of the board's functioning and ultimately the future of the school/program.

  In summary, boards contribute vision, leadership and service to ensure the future of the school/program.

History of the Development of Boards

Diocesan Boards of Education

Frank C. Wippel, Ed.D., in *An Assessment of the Characteristics of Catholic School Boards in Michigan*, chronicled the early history of Catholic school boards. He notes that in 1852 Bishop John Neumann assembled eight pastors and 20 lay persons to exchange views on Catholic parochial

schools. As a result of this gathering, a general board of education for the Diocese of Philadelphia was initiated. This governing body's duties included fund raising for the construction of schools, recommendations for general plans of instruction and the distribution of funds collected by the bishop.

Bishop Neumann influenced his brother bishops to create diocesan boards nationwide. In 1884 the Third Plenary Council of Baltimore, attended by the United States bishops, including Bishop Neumann, called for the establishment of diocesan boards to oversee the construction and operation of schools. Diocesan boards with these responsibilities flourished throughout the United States from 1886 until 1925. From 1925 through 1960, the number of boards remained constant or slightly decreased.(4)

Wippel reports that with the introduction of the position of superintendent of schools at the diocesan level in the 20th Century, the diocesan boards' job description was altered. Responsibilities that were once the board's were shifted to the superintendent. The superintendent, who served as the bishop's direct representative, now performed the administrative tasks previously handled by boards: evaluating testimonies of teacher's competencies, unifying schools into a system, preserving unified methods of instruction, reviewing school books and handling teachers' complaints. At this point, boards moved away from the public school model of micro-managers to one of policy-makers/policy formulators.(5)

Local Parish Boards of Education

Msgr. O'Neil D'Amour is acknowledged as the pioneer of local boards in Wippel's historical account. The first parish board was established by Msgr. D'Amour in 1964 as St. Mary Parish School Board, in Norway, Michigan, as a response to the spirit and intent of Vatican Council II.

Along with Msgr. D'Amour, Msgr. Olin Murdick was also influential in the development of local boards nationwide throughout the 1960s and 1970s. Msgr. Murdick, as secretary for education at the United States Catholic Conference, wrote several articles on the topic. His 1976 article in *Momentum*, the official journal of the National Catholic Educational Association, provided a significant exposition of the topic and an impetus for board development. Msgr. Murdick believed that the only way educators could capitalize on the Catholic community's positive attitude toward schools, as revealed in the 1976 National Opinion Research Center Study (NORC), *Catholic Schools in a Declining Church*, conducted by Andrew Greeley, was to involve the community in the deliberative and decision-making process relative to its local schools.(6)

Just as the original role of the diocesan board changed because of the new leadership provided by the superintendent, the establishment of parish councils in the spirit of Vatican II also impacted the responsibilities of the local school boards at the parish level. The debate between parish councils and local boards centered around these questions of jurisdiction: Who governs the school and in what way? What is the power of the school board in relation to that of the parish council?

The National Association of Boards of Catholic Education

In 1967, the National Association of Boards of Education (NABE) of the National Catholic Education Association (NCEA) was created to assist dioceses and parishes with the task of delineating the roles and responsibilities of their respective boards. Reverend C. Albert Koob, OPraem, NCEA president, convened a symposium in Washington, DC, to review the recommendations of the Vatican Council II, as well as the sociological developments in the field of education. One of the conference outcomes was the establishment of the National Association of Boards of Catholic Education (NABE), as a commission at NCEA. This initiative was undertaken to assist the laity in establishing policy for schools and diocesan school programs.

1976 NCEA Symposium on Catholic Education

Msgr. John Meyers, NCEA president, 1976-86, gathered 120 educators in San Francisco for the 1976 Symposium on Catholic Education. This was in response to the 1976 National Opinion Research Center's (NORC) study, *Catholic Schools in a Declining Church*. These data erased old myths about the diminishing influence of Catholic education and called upon the church to examine its priorities regarding its schools.(7) Msgr. Meyers placed that challenge before the symposium participants who subsequently identified significant areas of concern and arrived at five prioritized recommendations.

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Among these was a call to "create an environment which enables institutions and individuals to form mature Christian consciences needed to develop critical and enlightened judgment in light of gospel values. This environment will foster respect for pluralism within the church and its traditions."[8]

In addition, the symposium participants proposed that, "every school and diocese will have a representative school board or board of education having jurisdictional powers, without prejudice to civil or canon law."[9] "If people are to support a vigorous Catholic education ministry within this pluralistic environment," the group reasoned, "they must be involved in the decision-making process."[10]

The National Congress for Catholic Schools for the 21st Century

Fifteen years later, in 1991, another group of Catholic educators was convened to continue planning for the future of Catholic schools. Gathered in Washington, DC, participants of The National Congress for Catholic Schools for the 21st Century developed belief and directional statements to ensure the viability of Catholic schools. Two belief statements related to governance are:

- Effective Catholic school governance requires the preparation, empowerment and collaboration of the community which it serves.
- Governance with the full participation of the laity is the key to the future of Catholic schools.[11]

The directional statement "to establish governance structures which give all those committed to the Catholic school's mission the power and responsibility to achieve it," challenged Catholic educators to create boards that would make a difference.[12] These belief and directional statements speak directly to the issues of governance that have been present throughout the history of the board movement: the need for a) the empowerment of the laity, b) defined responsibilities, c) in-service and board development and d) collaboration with other parish, diocesan groups and individuals.

Current Status of Boards

How are boards measuring up to Msgr. D'Amour's original vision? How are boards responding today to the call of the NCEA 1976 Symposium, "that every school and diocese will have a representative school board or board of education having jurisdictional powers, without prejudice to civil or canon law?"[13] How are they responding today to the National Congress' call for governance structures that have the "power" to make a difference? The 1993/94 NABE survey of boards provides data that responds to these queries. Copies of the diocesan and local board questionnaires are found in Appendix 1-1 on p. 81 and Appendix 1-2 on p. 87.

Over-view of Research Findings

The 1993/4 NABE survey defined three models of board authority as the frame of reference that respondents were to consider in formulating their replies:

- **Advisory** board advises the bishop/pastor on educational policies and other educational matters; the diocesan/pastoral leader develops the policy.
- **Consultative** board operates in the policy-making process by formulating and adapting policy but never enacts policy. The person with final authority establishes those areas where the board is to be consulted and enacts the policies it recommends.
- **Limited jurisdiction** board has power limited to certain areas of educational concerns established by the entity which has final jurisdiction.

According to the NABE survey of diocesan boards, as few as nine percent are boards of limited jurisdiction while more than half (54 percent) are advisory. One-third (32 percent) are consultative boards. One-fifth of local school boards (20 percent) have boards of limited jurisdiction and two percent have boards of trustees. Like the diocesan boards, the majority of local boards are advisory; 35 percent of local boards are consultative.

These data indicate that presently most boards lack the authority envisioned at the 1976 Symposium and the 1991 National Congress. The Symposium proposals, operating on the principle that "leadership today requires expanded decision-making procedures to call upon multiple experiences of the people of God," stated this desired outcome: "Every school and diocese will have a representative school board of education having jurisdictional powers, without prejudice to civil or canon law."(14)

Symposium participants understood that to solicit moral support for Catholic schools, people must be involved in the decision-making processes affecting them.

To effect this outcome, the Congress members developed these implementation strategies: a) to work to establish boards for each school that include representatives of those committed to the school's mission and b) to advocate for the adoption of constitutions which clearly place authority and responsibility in the hands of board members.(16)

Educational leaders continue to address the structural and authority issues regarding boards in different ways, depending upon their interpretations of the extent and limitation of jurisdictional issues of "control" and "final authority". Although they may respond differently to interpretations of authority issues, they have a common purpose: to ensure quality Catholic education for the students served. Boards then and now are charged with the responsibility to lead Catholic education to higher levels of excellence. Many elements influence the achievment of this purpose and these will be discussed in the chapters that follow.

- Structural profiles of governance boards
- Levels of authority invested in boards
- Characteristics of effective boards and best practices

In addition to the research findings, benchmarks and how-to tips presented in this text, the appendices include samples and worksheets that can be used for board development. These materials are based on the NABE research and anecdotal data concerning best practices.

Notes

1. J. Stephen O' Brien, ed., *A Primer on Educational Governance in the Catholic Church* (Washington, DC, National Catholic Educational Association, 1990) 59.

2. The Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (Boston, St. Paul Books & Media, 1995).

3. M. A. Harper, Ph.D., *Ascent to Excellence in Catholic Education* (Waterford, CROFT NEI Division of Prentice-Hall Inc., 1980) 201.

4. Frank C. Wippel, Ed.D., "An Assesment of the Characteristics of Catholic School Boards in the State of Michigan," unpublished doctoral dissertation (Western Michigan University, 1995) 19-20.

5. Wippel, 20.

6. O. Murdick, "Catholic Schools and the Alleged Failure of Leadership," *Momentum* (Washington, DC, National Catholic Educational Association, October, 1976) 19-22.

7. Murdick, 19-22.

8. Murdick, 19-22.

9. "Toward the Tricentennial: Essays and Recommendations of the 1976 Symposium on Catholic Education, *Momentum* (Washington, DC, National Catholic Educational Association, October, 1976) 56.

10. Ibid.

11. The National Congress on Catholic Schools for the 21st Century, *Catholic Schools for the 21st Century* (Washington, DC, National Catholic Educational Association, 1991) 25.

12. Ibid.

13. "Toward the Tricentennial," 56.

14. Ibid.

15. National Congress, 26.

16. National Congress, 27.

2

Characteristics of Diocesan and Local Boards

Collaboration adds inspiration, support and strength to decision and action.

Introduction

This chapter contains a description of the structural characteristics of diocesan and local school educational governance groups. In most cases, these governance groups are boards; however, occasionally, the groups are commissions, councils or committees. In this chapter and throughout the remainder of the book, the term "board" is used in a broad sense to represent a governance group. A specific name other than board is used when the context demands precision of terminology.

The data concerning diocesan boards are from a survey sent to diocesan leaders in all dioceses in the spring of 1993 by the Advisory Committee of the National Association of Boards of Catholic Education (NABE), a division of the National Catholic Educational Association (NCEA). The characteristics of the boards of individual schools are from responses to a survey sent by NABE to a national sample of elementary and secondary schools during the winter of 1994. Numerical information concerning responses is given in Appendix 2-3 on page 93.

For the purposes of analysis, schools in the sample of local school boards are divided into four types: parish elementary schools, labeled as **Parish Elementary**; diocesan, regional and interparish elementary schools, labeled as **Other Elementary**; private or independent secondary schools, labeled as **Private High School**; and diocesan, regional and interparish secondary schools, labeled as **Other High School**.

The structural characteristics of the boards discussed in this chapter are the type of board, its authority, its time in existence, its size and type of members, the selection of its chairperson, the frequency of its meetings and its committee structure.

Board Structure

Diocesan Boards

Over three-fourths of the dioceses (78 percent) that responded to the survey in 1993 had an educational governance group *(see Figure 1, page 15)*. Most of these groups are called school boards, boards of education, total education boards or commissions. Other names that are used are councils, committees, and task forces. Approximately one in five dioceses did not have an identifiable board. In 1993, dioceses in the southeast region, as defined by NCEA, had the highest likelihood of having a diocesan board for education, while dioceses in the Great Lakes region had the lowest likelihood *(see Figure 2, page 15)*.

Local Boards

Most local school governance bodies are called boards, rather than commissions, councils or committees *(see Figure 3, page 15)*. Eighty-one percent of elementary schools reporting some governance group have boards, eleven percent have commissions and eight percent have another group, such as a committee, council or parent group. Educational commissions are more likely to occur in elemen-

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tary schools, especially those associated with parishes, than in secondary schools. Most governance groups in secondary schools are boards (93 percent); only three percent are commissions and five percent are other groups, such as advisory councils.

The vast majority of the local school board respondents indicated that the school is required to have a board by the diocese, parish or religious community that owns it. Over 85 percent of the elementary school boards, 81 percent of diocesan, regional and interparish secondary boards, and 63 percent of private secondary school boards exist because of diocesan or school requirements.

Board Authority

Diocesan Boards

Over one-half (54 percent) of the diocesan leaders consider their diocesan boards as advisory and approximately one-third (32 percent) consider them as consultative *(see Figure 4, page 15)*. A few diocesan leaders indicated that the board or governance group in their dioceses had limited jurisdiction (9 percent), or they checked more than one category (5 percent). For the vast majority of diocesan boards (95 percent), the bishop approves the board's constitution and bylaws. In a few cases, the vicar, superintendent or priest senate approves the constitutions and bylaws.

Local Boards

Most local school board respondents indicated that the board is either advisory (43 percent) or consultative (35 percent), rather than one with limited jurisdiction (20 percent) or a board of trustees (2 percent). Boards with limited jurisdiction or boards of trustees are more likely found in secondary schools than in elementary schools and in private schools more than in parish, diocesan, regional or interparish school *(see Figure 5, page 16)*. Almost 60 percent of private secondary schools and 33 percent of diocesan, regional or interparish secondary schools report having boards with limited jurisdiction or boards of trustees.

The person or group that approves the board's constitution and bylaws depends on the type of school. The constitutions and bylaws of parish school boards most often are approved by the pastor (60 percent), either alone or in conjunction with the bishop, the superintendent and/or the parish pastoral council. In some cases, the bishop (15 percent) or the superintendent (22 percent) approved the constitutions and bylaws of parish school boards.

In the case of diocesan, regional or interparish schools, the bishop was involved in the approval of the constitutions and bylaws of 20 percent of the elementary school boards and 55 percent of the secondary school boards. The superintendent or diocesan educational leader approved, either alone or in conjunction with others, the constitutions and bylaws of 37 percent of the elementary school boards and 30 percent of the secondary school boards, while a pastor was involved with their approval in 48 percent of the elementary school boards and 13 percent of the secondary school boards.

Finally, in the case of private secondary schools, the constitutions and bylaws of virtually all boards (92 percent) are approved by the religious congregation that sponsors the school.

Time in Existence

Diocesan Boards

Sixty percent of diocesan boards in 1993 had been in existence for at least 10 years, 15 percent between five and nine years, and 17 percent between one and four years *(see Figure 6, page 16)*. Seven percent of the diocesan leaders indicated that the board or governance group had been in place less than one year.

Local Boards

In 1994, approximately 64 percent of the local school boards have been in existence for at least 10 years, 20 percent between five and nine years, and 13 percent between one and four years *(see Figure 6, page 16)*. Four percent of the boards were in their first year of existence at the time of the NABE survey. Recently established boards are more likely found in diocesan, regional and interparish schools than in parish or private schools, reflecting a national trend in the direction of establishing regional and interparish schools.

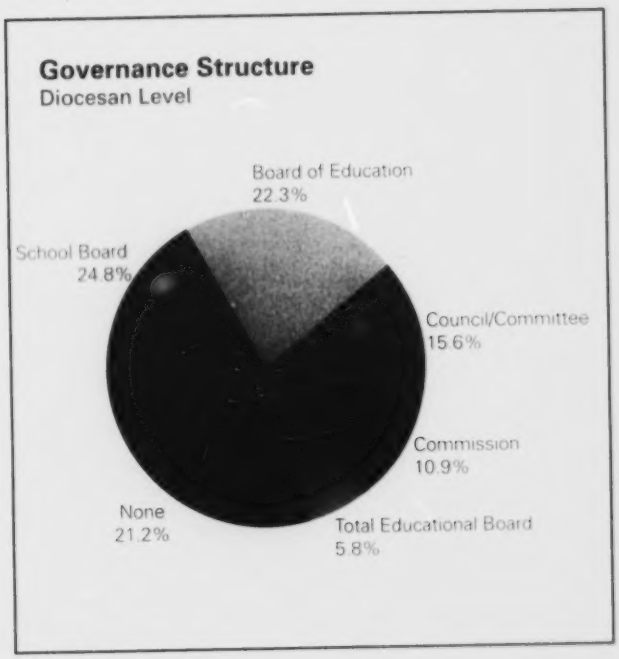

Figure 1
Types of Diocesan Governance Groups

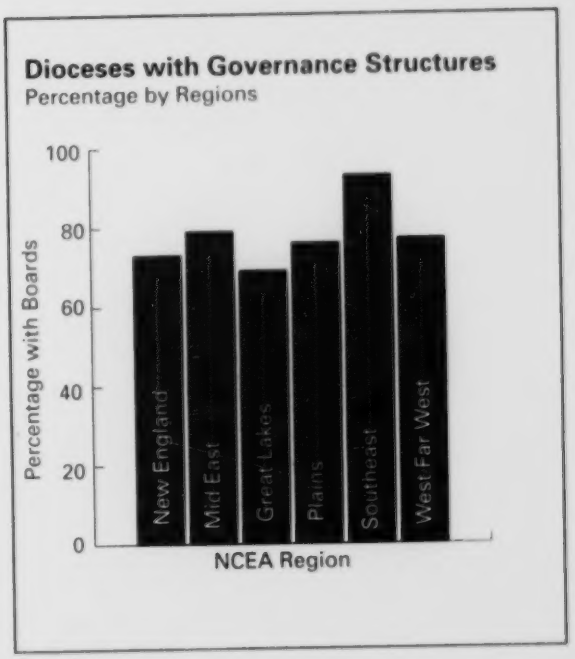

Figure 2
Percentage of Dioceses with Governance Groups by NCEA Regions

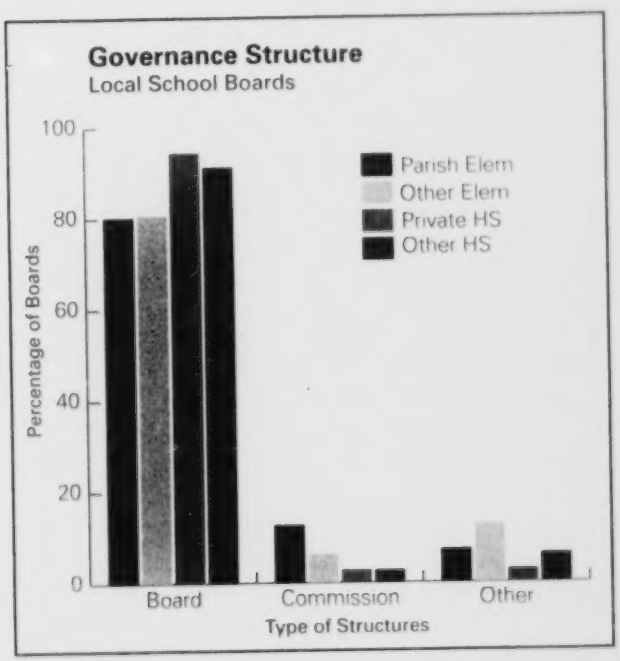

Figure 3
Types of Governance Groups in Local Schools

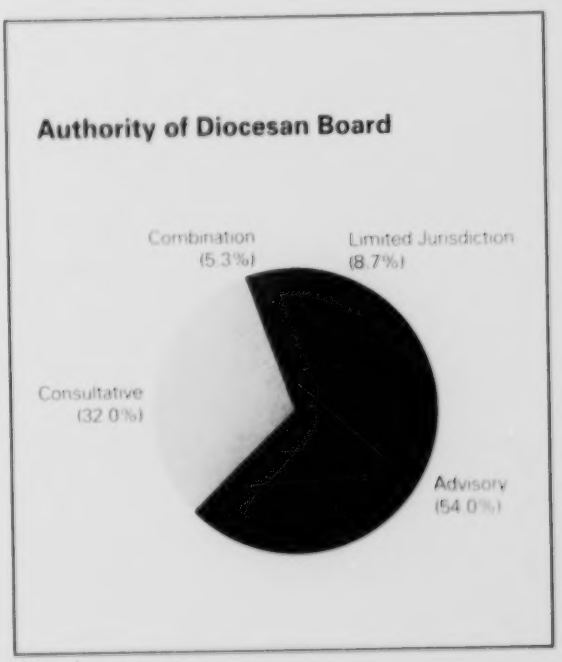

Figure 4
Authority of Diocesan Boards

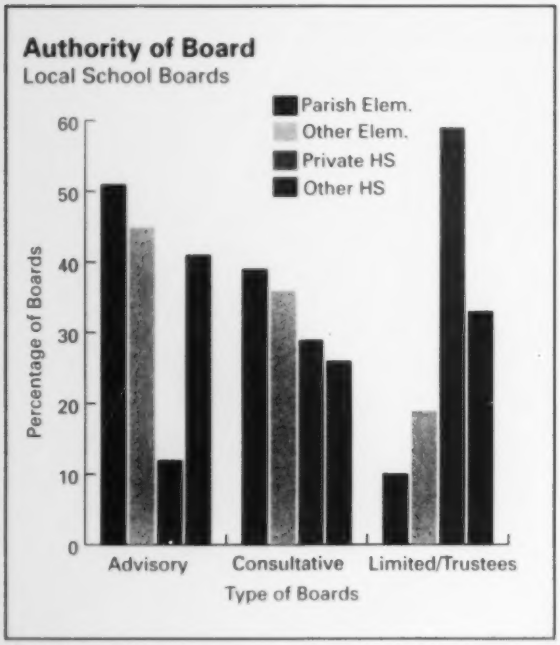

Figure 5
Authority of Local School Boards

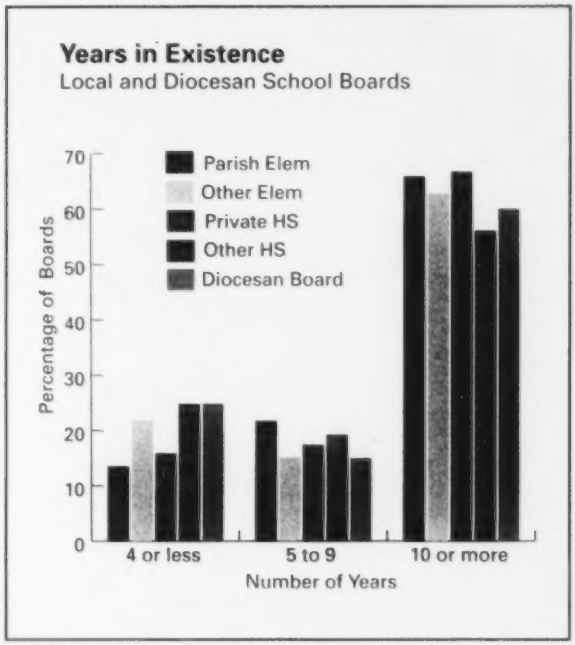

Figure 6
Years in Existence for Local and Diocesan School Boards

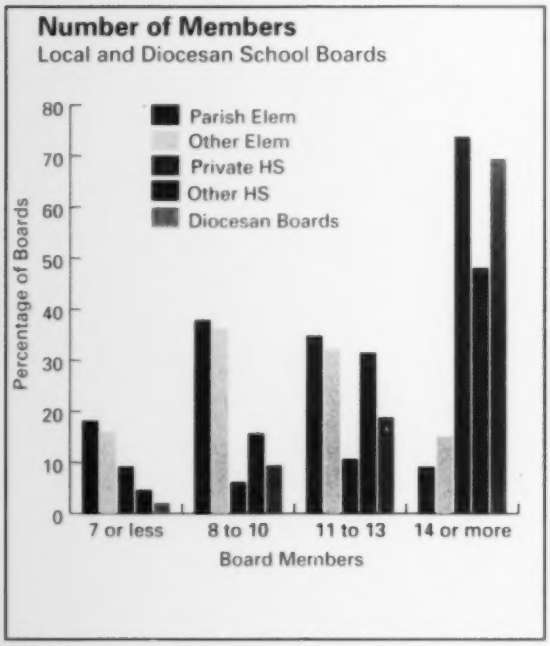

Figure 7
Number of Members on Local and Diocesan School Boards

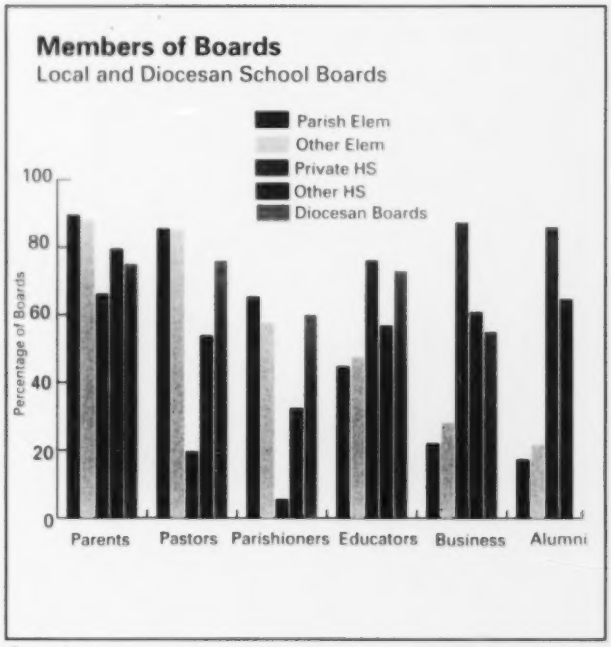

Figure 8
Constituencies Represented on Local and Diocesan School Boards

Board Size

Diocesan Boards

The number of members on diocesan boards varies widely. The average size of a diocesan board is 15.7 members *(see Table 1)*, with one-half the boards having 15 or fewer members and one-half having 16 or more members. The most common range of members is between 11 and 15 (34 percent), followed by between 16 and 20 (30 percent), more than 20 (20 percent) and 10 or fewer (16 percent). The majority of members, 85 percent, are elected or appointed, rather than ex officio members. If a board has ex officio members, in most cases these number between one and four individuals, with the average being 2.4 members. On average, approximately three members, or 18 percent, of a diocesan board are from the clergy or a religious congregation.

Number of Members	Diocesan Boards	Parish Elementary	Other Elementary	Private High School	Other High School
Average Size	15.7	9.4	10.2	15.4	13.7
Average Elected/Selected	13.3	7.7	8.3	13.8	11.7
Average Ex Officio	2.4	1.7	1.9	1.6	2.0
Average Clergy/Religious	2.9	1.0	1.4	4.7	2.5

Table 1
Number of Members on Diocesan and Local Boards

Local Boards

Secondary school boards, especially those from private schools, are larger than elementary school boards and have more members from religious communities *(see Figure 7, page 16)*. The average board size for parish elementary schools is approximately nine members; for diocesan, regional or interparish elementary schools, approximately ten members; for diocesan, regional or interparish secondary schools, approximately 14 members; and for private secondary schools, approximately 15 members. About 82 percent of elementary school board members are elected or appointed, compared with almost 90 percent of those on private secondary school boards and 85 percent of those on the boards of other secondary schools. On average, nearly five members of the boards of private secondary schools are from the clergy or religious congregations, compared with approximately two members of boards of other secondary schools and one member from elementary school boards *(see Figure 8, page 16)*.

Board Chairperson

Diocesan Boards

Approximately 76 percent of diocesan boards have an elected chairperson, who is elected by the board itself in the vast majority of cases. Chairpersons of diocesan boards who are appointed are usually appointed by the bishop and, in some cases, by the superintendent. In just a few cases, the bishop or the superintendent is the chair of the diocesan board.

Local Boards

The chairperson of a board of an elementary school is more likely to be elected than the chairperson of a board in a secondary school. Eighty-six percent of the chairpersons of parish elementary school boards and 90 percent of the chairpersons of diocesan, regional or interparish elementary schools were elected, compared with 64 percent of private school board chairpersons and 73 percent of the chairpersons of boards in other high schools. In the vast majority of cases, the chairperson, when elected, is elected by the entire board. In most cases, an appointed chairperson is named by the pastor in a parish school, by the religious community in a private school, and, usually, by a joint action of the pastor or pastors and the chief administrator in a diocesan, regional or interparish school.

Board Membership

Diocesan Boards

Diocesan boards are somewhat more likely to have pastors, parents, and educators as members than they are to have parishioners and members of the business community as members *(see Table 2 and Figure 8, page 16)*. Almost 76 percent of the diocesan leaders indicated on the survey that their diocesan governance groups have pastors as members, almost 75 percent have parents and 73 percent have educators. The diocesan leaders indicated that parishioners are on about 60 percent of the boards and business people are on about 55 percent of them. As Table 3 indicates, on the vast majority of boards, members serve a three-year term (86.1%) and can be reappointed or reelected (88.9%).

Constituency	Diocesan Boards	Parish Elementary	Other Elementary	Private High School	Other High School
Parents	74.8%	89.4%	88.1%	66.2%	79.4%
Pastors	75.5%	85.4%	85.3%	19.7%	53.9%
Parishioners	60.4%	65.3%	57.8%	5.6%	32.4%
Educators	73.0%	44.8%	47.7%	76.1%	56.9%
Business Community	55.3%	22.0%	28.4%	87.3%	60.8%
Alumni	n/a	17.3%	22.0%	85.9%	64.7%

Table 2
Constituencies Represented on Diocesan and Local Boards

Local Boards

Parents, pastors, and parishioners are more likely to be members of elementary school boards than secondary school boards, while alumni and members of the business community are more likely to be members of secondary school boards than elementary school boards *(see Figure 8, page 16)*. Parents are members of over 89 percent of parish elementary school boards and pastors are members of over 85 percent of them. About two-thirds of parish boards have parishioners as members and less than one-half of them have educators. Less than one-fourth of parish boards have business people and alumni as members. The membership profile of interparish, regional and diocesan elementary school boards is similar to that of parish elementary school boards.

Over 85 percent of private secondary school boards have business people and alumni as members, over 76 percent of them have educators as members, and over 66 percent of them have parents as members. The likelihood of membership of different groups on diocesan, regional or interparish secondary schools boards is more uniformly distributed, with parents having the highest probability of membership and parishioners having the lowest probability.

Three years is the most popular term for members of all local school boards, especially for members of secondary school boards. The vast majority of boards, over 85 percent, permit members to be reappointed or reelected *(see Table 3)*.

Term	Diocesan Boards	Parish Elementary	Other Elementary	Private High School	Other High School
3 Year Term	86.1%	61.6%	55.0%	66.2%	69.0%
Members Reelected	88.9%	84.9%	85.3%	85.9%	89.7%

Table 3
Term of Members on Diocesan and Local Boards

Meetings

Diocesan Boards

The most common meeting schedule for diocesan boards is quarterly (33.3 percent) or monthly (31 percent). Seven percent of diocesan boards met three or fewer times during the year, 56 percent met between four and six times annually, and 37 percent met seven or more times a year *(see Figure 9, page 20)*.

Most diocesan leaders indicated that the agenda for the meetings of diocesan boards is prepared by the superintendent or the diocesan educational leader, in conjunction with the chairperson and/or the executive committee of the board. The vast majority of the diocesan boards (84 percent) prepare the agenda between one and two weeks prior to the board meeting.

Local Boards

Monthly meetings are more likely to occur among boards associated with parishes and diocesan schools than those associated with private schools. Approximately 85 percent of parish, diocesan, regional and interparish elementary schools and 63 percent of parish-related secondary schools had monthly meetings, compared with approximately 25 percent of private secondary schools. Private schools are most likely to hold quarterly meetings *(see Figure 9, page 20)*.

The chief administrator of the school, in conjunction with the chairperson and/or executive committee, most often prepares the agenda for the meetings. Most boards prepare the agenda one week in advance of the meetings, except for the boards of private secondary schools, which are more likely to prepare their agendas more than one week prior to the meetings. About one-third of the boards in elementary schools, but less than one-sixth of secondary school boards, prepare their agendas less than a week in advance of the board meetings.

Committee Structure

Diocesan Boards

Almost one-half of the diocesan leaders report that the diocesan board has finance (47 percent), executive (42 percent), nominating (42 percent) and policy review (40 percent) committees *(see Table 4)*. Diocesan leaders were less likely to report that the boards have marketing (29 percent), planning (22 percent), personnel (13 percent), and academic (10 percent) committees. About ten percent of the diocesan leaders report that the diocesan board did not have any committees.

Committee	Diocesan Boards	Parish Elementary	Other Elementary	Private High School	Other High School
Finance	46.5%	70.8%	75.2%	84.5%	85.3%
Nominating	41.5%	52.2%	47.7%	71.8%	56.9%
Policy	40.0%	45.3%	40.4%	29.6%	40.2%
Marketing	28.9%	45.3%	46.8%	43.7%	51.0%
Development	n/a	46.5%	48.6%	71.8%	59.8%
Facility	n/a	39.4%	40.4%	62.0%	62.7%
Executive	41.5%	28.5%	36.7%	83.1%	52.9%
Financial Aid	9.4%	25.2%	33.9%	19.7%	33.3%
Legal	n/a	11.4%	14.7%	18.3%	16.7%
Personnel	12.7%	10.9%	13.8%	25.4%	17.6%
No Committees	10.2%	10.1%	10.1%	5.6%	5.9%

Table 4
Committees of Diocesan and Local Boards

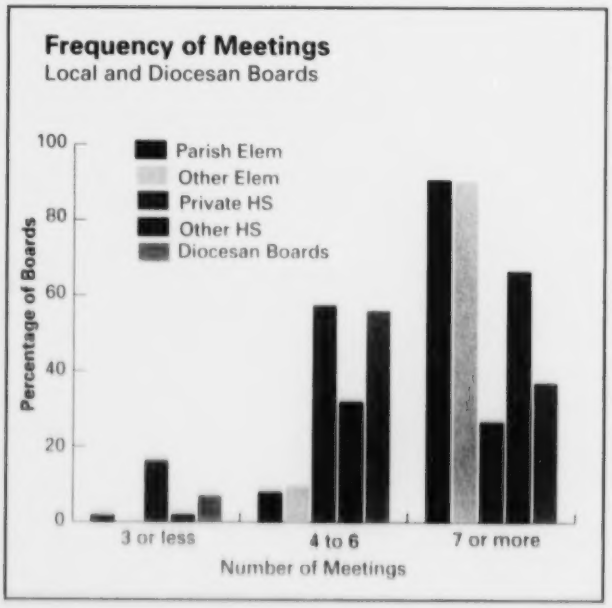

Figure 9
Frequency of Meetings for Local and Diocesan School Boards

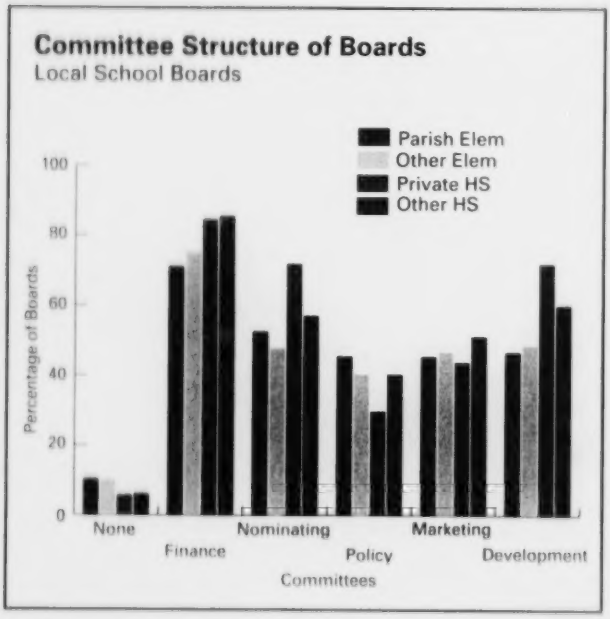

Figure 10
Committee Structure of Local School Boards

Local Boards

A finance committee is the most common committee for boards of all types of schools, followed by a nominating committee, a development committee and a marketing committee *(see Figure 10)*. Boards of secondary schools are more likely than boards of elementary schools to have finance and nominating committees and much more likely to have development, facility, and executive committees. Boards generally are least likely to have legal and personnel committees. About 10 percent of elementary school boards and six percent of secondary school boards do not have any committees *(see Table 4, page 19)*.

Summary

The structural profiles of diocesan governance groups and local school governance groups have several similarities but some important differences.

Both diocesan and local governance groups are commonly called school boards or boards of education; however, other terminology such as total education board, commission, school council, education council, school committee, education committee and task force often is used.

The vast majority of diocesan and local boards are advisory or consultative; however, some governance groups, particularly those for private secondary schools and, in some cases, for regional or diocesan secondary schools, have limited jurisdiction or are boards of trustees.

Most diocesan and local boards have been in existence for at least 10 years; about 20 percent of both diocesan and local boards were less than five years old at the time of the respective surveys.

Diocesan boards are on average larger than parish and regional elementary school boards, but often are approximately the same size as boards in private secondary schools and those in regional and diocesan secondary schools. The vast majority of chairpersons of both diocesan and local school boards are elected, ordinarily by the entire board.

In general, the profiles of the constituencies represented on both diocesan and local boards are similar. Parents and pastors are the most likely constituencies to be represented on both diocesan and local boards. Educators and representatives from the business community are more likely to be on diocesan boards and on secondary school boards than on elementary school boards.

The most common meeting schedule for diocesan boards is quarterly or monthly. Monthly meetings are most common for parish elementary school boards.

and regional, interparish or diocesan elementary and secondary school boards, while quarterly meetings are most common for private secondary school boards. In most cases, the agendas for meetings of diocesan boards and local school boards are prepared approximately one to two weeks prior to the meetings; however, about one-third of elementary school boards prepare their agendas less than a week in advance of the meetings.

The committee profile of both diocesan and local boards is similar, with a finance committee being the most popular. Other committees that occur with some regularity are nominating, marketing and development. About 10 percent of both diocesan and local boards report having no committees.

Notes

1. The questionnaires contained the following definitions of advisory and consultative boards:

   Advisory advises the person(s) with the final say on educational matters.

   Consultative operates in the policy-making process by formulating and adapting policy but never enacting/passing policy. The person with the final say establishes those areas where the board is to be consulted. Decisions will not be made in these areas until the board has been consulted.

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3

Activities and Responsibilities of Diocesan and Local Boards

Let decisions be based not on power but on love and prayerful reflection.

Introduction

In this chapter we describe the activities and responsibilities of diocesan and local boards. The topics covered include decision-making, accountability, major responsibilities, communication with constituencies, goal-setting and evaluation, time spent on various activities, main achievements and training.

Decision-Making Modality

Diocesan Boards

Diocesan leaders report that diocesan boards are more likely to use consensus rather than voting to arrive at decisions. Almost one-half of diocesan boards use consensus (46 percent), while slightly more than one-third use voting (35 percent). Almost one in five boards uses a combination of consensus and voting (19 percent) *(see Figure 11, page 25)*.

Local Boards

Boards associated with elementary schools are slightly more likely to arrive at decisions through consensus, while those associated with secondary schools are much more likely to employ voting as a means of making decisions *(see Table 5)*.

Mode	Diocesan Boards	Parish Elementary	Other Elementary	Private High School	Other High School
Voting	35.1%	37.9%	33.0%	47.9%	49.1%
Consensus	46.1%	42.6%	38.5%	31.0%	29.3%
Combination	18.8%	12.4%	16.5%	14.1%	13.8%

Table 5
Decision-Making Modality of Diocesan and Local Boards

Accountability

Diocesan Boards

Most diocesan boards are accountable to the bishop (91 percent), with about one-half of these seeing themselves also accountable to the superintendent or the diocesan educational leader. Only nine percent of the boards view themselves as accountable only to the superintendent or diocesan educational leader *(see Figure 12, page 25)*.

Local Boards

Private secondary school boards are more likely than other boards to perceive they are accountable to religious communities and owners and less likely to perceive an accountability to the bishop, the superintendent, pastors and the school administrator *(see Table 6)*. Parish elementary school boards are less likely to report they are accountable to the superintendent than are diocesan, regional and interparish schools. Boards from elementary schools, especially parish schools, are more likely than boards from secondary schools to be accountable to pastors *(see Figure 13, page 25)*.

Accountablitly	Parish Elementary	Other Elementary	Private High School	Other High School
Bishop	6.9%	13.8%	1.4%	30.1%
Religious Community	.02%	1.8%	63.4%	5.3%
Superintendent	10.9%	20.2%	2.8%	13.9%
Pastor	83.2%	63.3%	0.0%	13.3%
Administrator	41.6%	37.6%	7.0%	31.0%
Owners	0.0%	3.7%	18.3%	3.5%
Others	4.2%	6.4%	12.7%	4.4%

Table 6
Perceived Objects of a Local Board's Accountability

Areas of Responsibility

Diocesan Boards

More than 50 percent of the diocesan leaders indicated that the diocesan board had some or a great deal of involvement in five areas, which are listed in order of decreasing involvement: policy; planning; expansion and/or closings of schools or programs; development, which also includes marketing and fund-raising because of the way the question was asked on the survey; and financial and budgetary issues *(see Figure 14, page 25)*. More than 40 percent of the diocesan leaders indicated that the boards also get involved with legal issues and curriculum. Only 24 percent of the diocesan leaders indicated that the board has some involvement in the selection or appointment of the administrator, presumably the superintendent of schools or director of education. In addition, most diocesan boards are involved in the nomination of new members (64 percent).

Local Boards

The vast majority of local school boards of all types are involved with issues pertaining to budget, policy, mission and philosophy and planning *(see Table 7, page 24)*. When all elementary school boards are considered, only small differences occur between boards in parish schools and those in interparish, diocesan and regional schools concerning their areas of responsibility, with the latter involved more than the former with marketing and public relations, the evaluation of the administrator and legal matters.

Secondary school boards are much more likely than elementary school boards to be involved with planning, marketing and public relations, development, facilities and legal matters. Private secondary school boards are much more likely than other boards to be involved with development, enrollment issues, selection of the administrator, evaluation of the administrator, expansions and/or closings, curriculum and legal matters.

Communication with Constituencies

Diocesan Boards

Almost 79 percent of the diocesan leaders indicated that the board used a formal mechanism to communicate with the bishop *(see Figure 15, page 26)*. The communication with the bishop occurs in a

Area	Parish Elementary	Other Elementary	Private High School	Other High School
Budget	86.6%	87.2%	95.8%	93.1%
Policy	85.4%	86.2%	85.9%	82.4%
Mission/Philosophy	80.7%	78.0%	88.7%	86.3%
Planning	77.5%	75.2%	88.7%	87.3%
Nominate New Members	74.3%	71.6%	83.1%	71.6%
Marketing/PR	68.1%	75.2%	81.7%	81.4%
Funding	65.6%	74.3%	81.7%	79.4%
Development	63.6%	66.1%	90.1%	82.4%
Facilities	62.4%	5.1%	81.7%	80.4%
Enrollment	59.9%	63.3%	80.3%	67.6%
Administrator Selection	59.4%	64.2%	78.9%	59.8%
Recruitment	58.4%	63.3%	76.1%	71.6%
Administrator Evaluation	49.5%	62.4%	76.1%	64.7%
Curriculum	49.5%	48.6%	66.2%	54.9%
Expansion/Closing	48.5%	50.5%	62.0%	54.9%
Legal Matters	32.7%	43.1%	74.6%	60.8%

Table 7
Percentage of Local School Boards with Specific Responsibilities

variety of ways, including providing the bishop with minutes of meetings, inviting the bishop to attend meetings as a member of the board or as a participant, meeting with the bishop outside the time of board meetings or having the superintendent communicate directly with the bishop.

The other groups, with which a large percentage of boards communicates regularly, include principals (71 percent), pastors (65 percent), local boards (64 percent) and diocesan leaders (51 percent). The mechanism used by the boards most often to communicate with these groups is sending them minutes of meetings. Occasionally, boards invite members of these groups to attend meetings or will meet with these groups outside of regular board meetings.

Overall, when the diocesan leader completing the survey rated the diocesan board's communication (23 percent of the diocesan leaders did not answer this question), 59 percent rated the board as excellent (21 percent) or good (38 percent), 33 percent rated it as fair and 7 percent rated it as poor.

Local Boards

Table 8 on page 27 shows the percentage of boards that both have contact with various groups and good or excellent communication with them. The numbers in the table are conservative values that are obtained by multiplying the percentage of contacts with a group by the percentage of ratings that are good or excellent. Low numbers in the table reflect either a low level of contact with a group, poor communication or both.

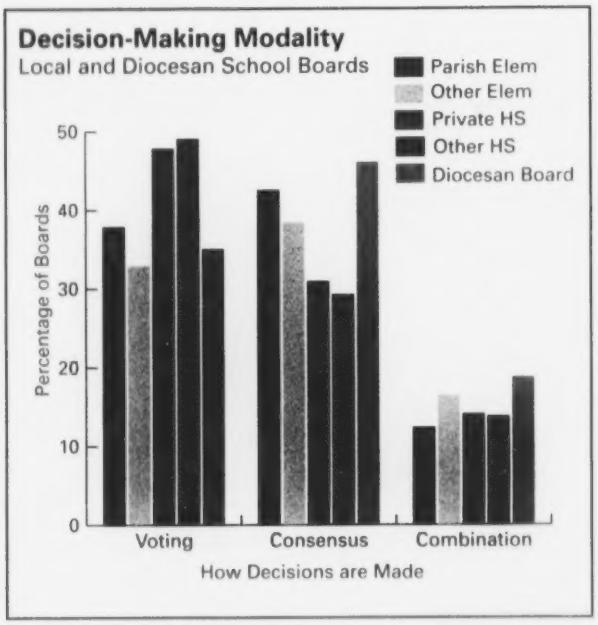

Figure 11
Decision-Making Modality of Local and Diocesan Boards

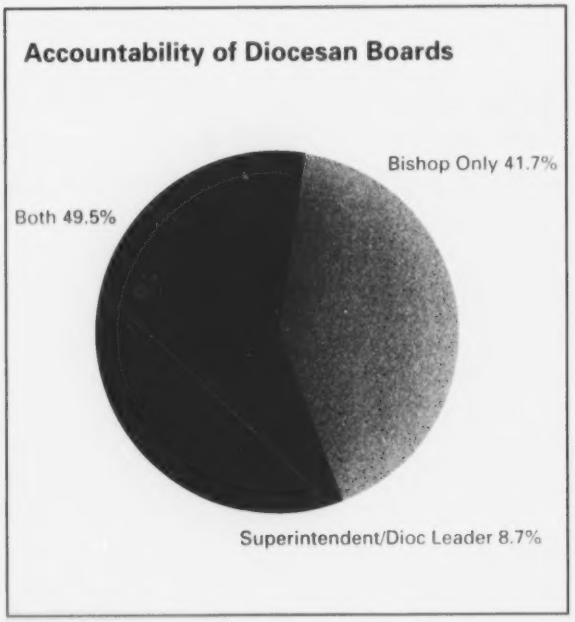

Figure 12
Accountability of Diocesan Boards

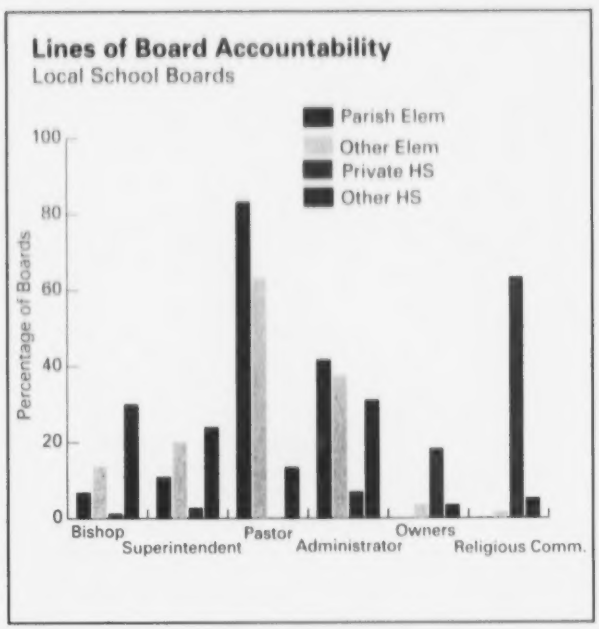

Figure 13
Accountability of Local School Boards

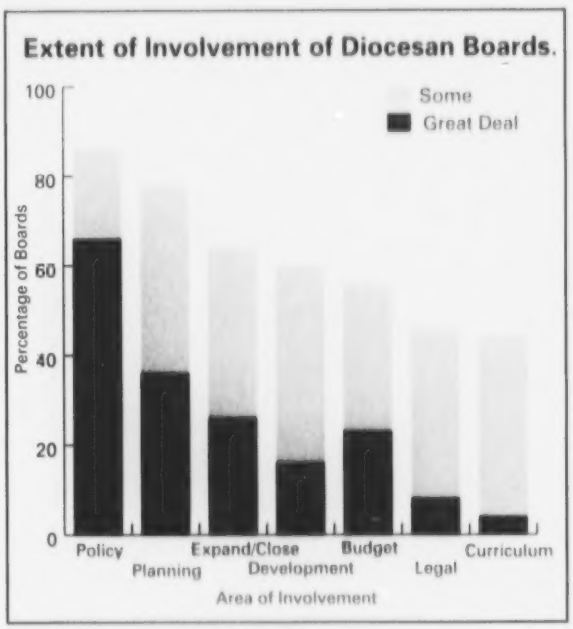

Figure 14
Extent of Involvement of Diocesan Boards

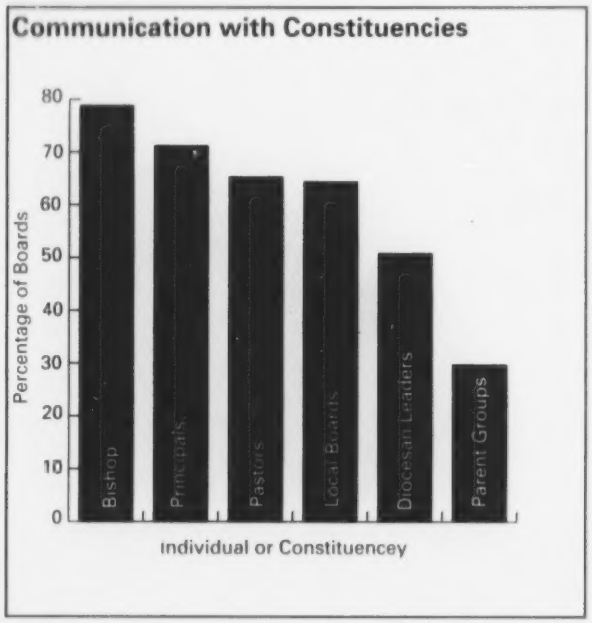

Figure 15
Communications of Diocesan Boards with Constituencies

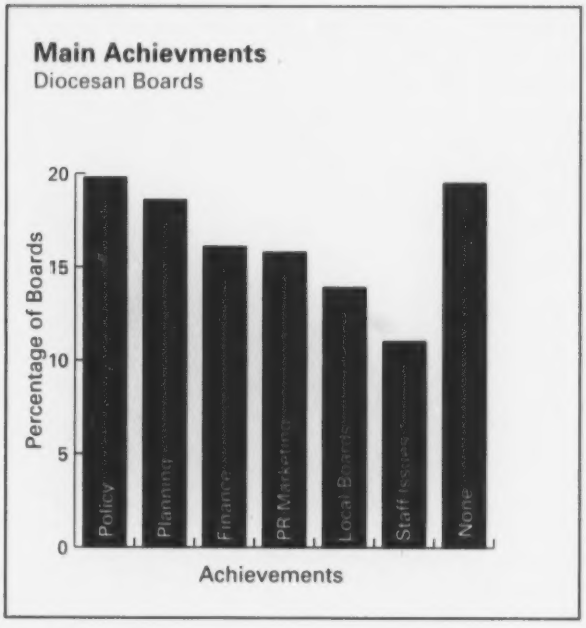

Figure 16
Main Achievements Reported by Diocesan Boards

Boards from elementary schools and those from diocesan, regional and interparish secondary schools show a similar pattern of contact and communication with various groups, with the highest levels being with parishes, faculty, parents, and parent groups. In general, substantially less contact occurs with religious education boards, total education boards, diocesan boards of education, and religious communities. The communication of private secondary school boards is somewhat different than that of other boards in many areas. Private boards show substantially higher levels of contact and communication with religious communities, but substantially lower levels with parishes, parish pastoral councils, parents, parent groups, the diocesan education office, and the diocesan board of education.

Goals and Evaluation

Diocesan Boards

Almost three-fourths of the diocesan leaders reported that the diocesan board develops goals, with most boards doing this annually *(see Table 9, page 28)*. Just over one-half of the boards evaluate themselves in the light of their goals, and a somewhat smaller number (47 percent) have a formal program of board assessment.

Local Boards

Between two-thirds and three-fourths of local boards report they develop goals and most do so annually *(see Table 9, page 28)*. Overall, between 50 and 60 percent of local boards develop annual goals. Private secondary school boards are more likely than boards associated with other schools to be evaluated and to evaluate themselves in the light of their goals. About one-half of private school boards assess their effectiveness periodically, compared with about one-third of other boards.

Majority of Time Spent by Boards

Diocesan Boards

The questionnaire for the diocesan boards did not request information regarding the activities that consumed the greatest amount of board time.

Local Boards

The five issues mentioned most frequently by local boards as consuming the greatest amount of board time are: budget and finance; development and funding; planning; policy; and a combination of marketing, public relations and recruitment *(see Table 10, page 28)*. Boards are most likely to report spending the most time on budget and finance issues. Over 50 percent of the secondary school boards and between 34 and 44 percent of the elementary school boards reported spending the most time on budget and finance.

Area	Parish Elementary	Other Elementary	Private High School	Other High School
Business Community	34.6%	45.9%	57.8%	53.0%
Local Community	49.7%	56.8%	54.9%	58.8%
Religious Community	25.5%	35.8%	87.3%	33.3%
Parishes	64.9%	72.5%	28.2%	60.7%
Parish Pastoral Council	60.6%	62.4%	7.0%	39.3%
Finance Council	46.9%	54.2%	49.3%	63.7%
Faculty	67.8%	70.6%	60.5%	61.8%
Parents	70.0%	71.5%	43.7%	66.7%
Parent Groups	64.4%	60.6%	35.2%	61.8%
Students	39.6%	39.5%	28.2%	35.3%
Diocesan Education Office	45.8%	49.6%	19.7%	59.8%
Diocesan Board Education	25.0%	35.8%	8.5%	41.2%
Total Education Board	26.0%	24.8%	14.6%	10.9%
Religious Education Boards	25.2%	28.0%	11.3%	23.5%

Table 8
Percentage of Local Boards with Contact and Good Communication with Various Groups

Maintenance is listed more frequently as an issue by boards from secondary schools than by boards from elementary schools, while policy is listed more frequently by boards from elementary schools.

Marketing, public relations and recruitment are included more often among the issues receiving the most board time by boards associated with parish elementary schools and private secondary schools than by boards associated with diocesan, interparish or regional schools, both elementary and secondary.

Main Achievements

Diocesan Boards

Figure 16 on page 26 shows the six areas listed most frequently as being among the major achievements of diocesan boards. These achievements are: policy development (20 percent), planning (19 percent), financial policy (16 percent), public relations and marketing (16 percent), developing policies for local boards (14 percent) and staffing issues (11 percent). Other main achievements listed with less frequency included revision of programs and materials, evaluation and revision of policy, conducting feasibility studies, and making decisions about the opening and closing of programs and schools. Almost 20 percent of the diocesan leaders did not report any main achievements, which could mean there were no main achievements, or the person who completed the survey was not aware of any achievement or chose not to report them.

Local Boards

Five achievements are among those listed most frequently by local boards as being their most important accomplishment: development and fundraising; budget and financial stability; long-range planning; plant upgrade or expansion; and a combination of marketing, public relations, and recruitment *(see Table 11, page 29)*. Boards from secondary schools are more likely than boards from elemen-

Activity	Diocesan Boards	Parish Elementary	Other Elementary	Private High School	Other High School
Develop Goals	73.3%	73.0%	66.1%	74.6%	69.0%
Annual Goals	60.3%	59.9%	50.5%	60.6%	56.0%
Board Assessment	46.5%	33.2%	33.0%	49.3%	30.2%
Evaluates Self in Light of Goals	51.7%	34.2%	30.3%	43.7%	29.3%

Table 9
Percentage of Diocesan and Local Boards that Develop Goals and Receive Assessment

Activity	Parish Elementary	Other Elementary	Private High School	Other High School
Most Time Spent:				
Budget/Finance	34.9%	44.0%	54.9%	55.8%
Planning	17.8%	11.0%	12.7%	7.1%
Policy	14.1%	12.8%	1.4%	6.2%
Development/Funding	9.7%	12.8%	11.2%	10.6%
Marketing/PR/Recruitment	4.4%	4.6%	2.8%	2.7%
Maintenance	1.7%	0.9%	1.4%	1.8%
Mission/Philosophy	2.7%	2.8%	4.2%	1.8%
Curricular/Programs	0.7%	0.0%	0.0%	0.0%
Three Areas Most Involved With:				
Budget/Finance	56.2%	66.1%	77.5%	74.3%
Planning	38.9%	35.8%	32.4%	37.2%
Policy	42.8%	42.2%	15.5%	29.2%
Development/Funding	42.6%	45.0%	50.7%	55.8%
Marketing/PR/Recruitment	27.7%	33.0%	35.2%	25.7%
Maintenance	15.3%	12.8%	25.3%	19.5%
Mission/Philosophy	5.0%	4.6%	5.6%	7.1%
Curricular/Programs	7.2%	9.2%	4.2%	5.3%

Table 10
Percentage of Local Boards Spending Time in Various Areas

Achievement	Parish Elementary	Other Elementary	Private High School	Other High School
Development/Fundraising	15.3%	12.8%	22.6%	9.7%
Financial Stability/Budget	13.9%	14.7%	25.4%	25.7%
Long-Range Planning	11.9%	11.9%	23.9%	10.6%
Plant Upgrade/Expansion	11.6%	7.3%	14.1%	8.0%
Marketing/PR/Recruitment	11.4%	7.3%	8.5%	10.6%
Tuition Policy Changes	6.9%	0.9%	0.0%	6.2%
Teacher Salaries	5.7%	0.9%	1.4%	4.4%
Curricular Update/Evaluation	4.0%	2.8%	0.0%	1.8%
Policy Development	4.2%	0.9%	1.4%	4.4%
No Achievement Listed	18.8%	14.7%	11.3%	13.3%

Table 11
Percentage of Local Boards listing Specific Main Achievements

tary schools to list financial stability/budget as a main achievement. Private secondary school boards are more likely than boards from other types of schools to list development/fundraising, long-range planning, and plant upgrade/expansion as main achievements.

Training

Diocesan Boards

About three-fourths of diocesan boards receive training at least annually, while one-fourth of the boards reported never receiving training *(see Table 12, page 30)*. In most cases, the training is provided by the diocesan leader, the superintendent of schools or director of education; however, consultants are often used. In some cases, training is provided by both the diocesan leader and a consultant. About one-fifth of the boards reported provided their own training. Sixty-three percent of the diocesan boards reported that they arrange special training for new members. In most cases, this training is performed by the diocesan leader.

The most frequent topics for board training involve roles and responsibilities, legal issues, policy-making and goal-setting. Other topics listed by a few boards are government regulations, development, marketing, collaboration, consensus building, public relations, evaluation, Catholic identity, ministry of boards, finances and planning.

Local Boards

Training of local board members is more likely to occur in boards associated with elementary schools than in boards associated with secondary schools *(see Table 12, page 30)*. Approximately 75 percent of boards in elementary schools and slightly more than 40 percent of boards in secondary schools report that they receive some periodic training. Most of the training occurs at least on an annual basis. All boards are somewhat more likely to provide training to new members than they are to provide periodic training to the entire board.

Training for the vast majority of boards, virtually all of those associated with elementary schools and almost 90 percent of those associated with secondary schools, covers issues involving board roles and responsibilities. The training for fewer than one-half of the boards, however, deals with relationships with other groups with which the board interacts. Clarification of policy-making versus administration is more of an issue with parish, interparish, diocesan and regional schools than with private schools.

Training	Diocesan Board	Parish Elementary	Other Elementary	Private High School	Other High School
At Least Annually	74.5%	67.6%	56.9%	56.3%	52.2%
Never	25.5%	23.3%	28.4%	36.6%	38.1%
Trains New Members	63.3%	78.9%	79.1%	87.5%	71.4%
Issues					
Roles & Responsibilities	58.9%	98.9%	98.6%	87.5%	89.0%
Policy v Administration	n/a	65.7%	62.6%	35.0%	58.7%
Relations with Other Groups	n/a	36.1%	41.8%	42.4%	30.1%
Trainer					
Chief Administrator	n/a	30.3%	29.8%	22.5%	26.9%
Diocesan Leader	76.3%	76.0%	73.2%	5.0%	54.0%
Consultant	56.2%	23.2%	37.3%	69.9%	46.1%
Board Itself	20.5%	12.6%	16.4%	32.5%	20.6%
Trainer of New Members					
Chief Administrator	n/a	35.4%	26.9%	57.5%	23.8%
Diocesan Leader	87.1%	52.1%	61.2%	5.0%	36.5%
Consultant	12.9%	5.4%	7.5%	12.5%	11.1%
Board Itself	n/a	5.4%	0.0%	37.5%	6.3%

Table 12
Training of Diocesan and Local Boards

Most training of parish, interparish, diocesan and regional school boards is conducted by the diocesan leader, while most training of private school boards is conducted by a consultant, except for new members who are trained either by the chief administrator of the school or by the board itself.

Summary

As was the case with their structural profiles, the activities and responsibilities of diocesan and local boards have many similarities but some important differences.

Both diocesan and local school boards use consensus more than voting to arrive at decisions. The majority of diocesan and local boards also develop annual goals and evaluate themselves in the light of them.

As might be expected, the jurisdiction of a board heavily influences its lines of accountability and the constituents with whom it most often communicates. Diocesan boards are mostly accountable to the bishop and the superintendent or other diocesan leaders, such as the vicar for education. Boards from parish or interparish schools typically are accountable to the pastor or pastors, those from private secondary schools are accountable to the religious communities or owners, and those from regional or diocesan schools are accountable to the bishop or the superintendent.

Diocesan boards communicate primarily with the bishop though a variety of formal mechanisms; however, most diocesan boards also communicate regularly with principals, pastors and local boards.

Local boards primarily communicate with parishes, faculty, parents and parent groups. Private school boards have a different pattern of communication than do other local boards, with substantially higher levels of contact with religious communities and lower levels of contact with parishes, parents, and parent groups.

Diocesan and local boards also share common responsibilities and have similar achievements. Most boards have at least some involvement with policy, planning, marketing, development, budget, and decisions regarding the expansion and/or closing of schools. Diocesan boards also list these areas as among their major achievements. Local boards are also heavily involved with issues regarding facilities, enrollment, recruitment, and the selection and evaluation of administrators. Local boards report spending the greatest amount of board time on five areas: budget and finance; development and funding; planning; policy; and a combination of marketing, public relations and recruitment.

Most diocesan and local boards receive annual training and train their new members. The major issue covered in the training is roles and responsibilities of board members; however, some local boards also deal with the distinction between policy and administration and the relationships with other groups.

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4

Effectiveness of Diocesean and Local Boards

Three factors consistantly emerge as important contributors to the perceived effectiveness of diocesan and local boards: effective committees, ownership of issues, and communication.

Introduction

In this chapter we describe the perceived effectiveness of diocesan and local boards and identify the major factors that contribute to their effectiveness. In order to obtain a measure of the board's effectiveness, the respondents to the surveys were asked to assign the board a letter grade between A and F. Statistical analysis, including correlational analysis and multiple regression were used to identify from the data the most important predictors of the assigned grades. The chapter also contains a discussion of the factors contributing to the boards' main achievements, the factors preventing the effectiveness of boards, and the major differences between boards that received A grades and other boards.

Perceived Effectiveness

Table 13 shows the distribution of grades assigned to the diocesan and local boards. Approximately one-third of the diocesan leaders that responded to the survey concerning diocesan boards gave their boards a grade of A and another one-third gave their boards a B grade. Twenty percent assigned the boards a C and six percent a D. No diocesan board was assigned a failing grade. Almost eight percent of the diocesan leaders did not assign a grade to the diocesan board.

Grade	Diocesan Boards	All Local Boards	Parish Elementary	Other Elementary	Private High School	Other High School
A	32.7%	25.3%	24.5%	23.9%	33.8%	22.1%
B	33.3%	44.2%	43.8%	38.5%	43.7%	47.8%
C	20.1%	18.4%	17.8%	24.8%	14.1%	19.5%
D	6.3%	4.6%	5.9%	4.6%	2.8%	3.5%
F	0.0%	1.1%	1.0%	1.8%	0.0%	0.9%
None	7.6%	6.4%	6.9%	6.4%	5.6%	6.2%

Table 13
Percentage of Diocesan and Local Boards Receiving Various Grades

Twenty-five percent of all local school boards received an A, 44 percent received a B, 18 percent received a C, five percent received a D and one percent an F. Another six percent of respondents did not assign a grade to the board. Respondents from private secondary schools were more likely than respondents from other schools to assign their boards A grades.

Correlates of Perceived Effectiveness

Diocesan Boards

Eight factors are significantly related to the perceived effectiveness of diocesan school boards *(see Table 14)*. The strongest correlate of the grade assigned to the board's effectiveness is the degree to which the board assumes ownership of issues, closely followed by effective committees, effective meetings and good communication with various groups. Four other factors significantly associated with the board's perceived effectiveness are: 1) developing goals for itself, 2) evaluating itself in the light of its goals, 3) having periodic assessments, and 4) the extent of its involvement with various issues (composite score).

Variable	Correlation
Ownership of Issues	.573
Effective Committees	.522
Effective Meetings	.506
Communication with Various Groups	.492
Evaluation of Self in Light of Goals	.382
Involvement with Issues (composite)	.276
Development of Goals	.238
Periodic Assessment	.216
Extent of Involvement with:	
Expansion/Closing of Programs	.252
Planning	.247
Finance/Budget Management	.220
Development/Funding/Marketing	.171
Curriculum	.156

Table 14
Significant Correlates of Perceived Effectiveness of Diocesan Boards

The factor, representing the extent of the board's involvement, is a composite measure of involvement with ten specific issues. The perceived effectiveness of diocesan boards is significantly associated with the extent of the board's involvement with five of these issues: 1) expansion and closing of programs; 2) planning; 3) finance and budget management; 4) development, funding and marketing; and 5) curriculum. No relationship occurs between perceived effectiveness and the board's involvement with: 1) policy; 2) selection or appointment of administrators; 3) nomination of new board members; 4) legal matters; and 5) other issues, such as legislative concerns, salary schedules, and program review.

Other factors that are not significantly related to the perceived effectiveness of diocesan boards include: length of time in existence, number of members, and having business people represented on the board.

Local Boards

What factors are strongly related to the perceived effectiveness of local school boards? Among all types of local boards, three factors consistently emerge as important correlates of effectiveness *(see*

Table 15l. The degree to which the board assumes ownership of its issues and an overall measure of the board's communication with various constituencies consistently have the highest relationships with perceived board effectiveness for boards from all types of schools. The perception that the board has effective committees is also an important correlate of perceived overall effectiveness of the board, more so for boards from parish, interparish, regional or diocesan schools than for boards from private secondary schools.

Variable	Parish Elementary	Other Elementary	Private High School	Other High School
Degree of ownership	.573	.568	.461	.534
Effective committees	.521	.562	.298	.404
Communication (composite)	.552	.513	.551	.455
Communication with:				
Parishes	.462	.496		.281
Local community	.469	.452	.479	.343
Parish/Pastoral council	.433	.387		
Finance council	.316	.321	.475	.451
Faculty	.438	.420	.500	.380
Parents	.490	.487	.501	.331
Students	.370	.379	.473	.309
Diocesan office	.470	.390		.304
Diocesan board	.451			.402
Parent groups (PTA)	.453	.371	.409	.398
Board development of goals	.319	.411		
Board assessment	.205		.282	.228
Evaluation in light of goals	.269	.396		

Table 15
Major Correlates of Perceived Effectiveness of Local Boards
Note: Only correlations significant at the p= 05 level are shown

Predictors of Perceived Effectiveness

Stepwise regression analysis were conducted to determine the best predictors of the perceived effectiveness of both diocesan and local boards. The dependent variable in each analysis is the grade assigned to the board's effectiveness. The set of possible predictors for the effectiveness of diocesan boards differs slightly from the set for local boards because of slight variations in the questionnaires. The following items are common predictors in the analysis for diocesan boards and local boards:

- Length of time of the board's existence
- Number of members
- Representative of business community on the board
- Degree of board's ownership

- Presence of effective committees
- Development of goals for itself
- Performance of an annual assessment of itself
- Member of NCEA/NABE

The following predictors are also used in the regression analysis for diocesan boards:

- Communication with various groups (a single item)
- Involvement with various issues (a composite score of 10 issues)
- Evaluation of board in the light of its goals
- Effective meetings

The following predictors are also used in the regression analysis for the local boards:

- Communication with constituencies (a composite score of 10 groups);
- Presence of prayer at meetings
- Frequency of board training sessions

Diocesan Boards

The results of the regression analysis reveal that four factors significantly contribute to the prediction of the perceived effectiveness of diocesan boards, explaining slightly more than 53 percent of its variance. The four significant predictors are: 1) the presence of effective committees; 2) the board's ownership of issues; 3) the board's communication with various groups; and 4) the board's evaluation of itself in the light of its goals. These results agree closely with those from the correlational analysis reported in Table 14.

Local Boards

Table 16 shows the results of the separate regression analysis for parish elementary school boards; diocesan, regional and interparish elementary school boards; diocesan, regional and interparish secondary school boards; and private and independent secondary school boards. Listwise deletion of missing data is utilized so that only boards with no missing data on any predictors are retained in the analysis. Some boards are omitted from the analysis due to missing data. For example, 288 of the 358 parish elementary schools in the data base with boards have complete data on all predictors and are included in the analysis. The analysis also includes 77 of 94 diocesan, regional or interparish elementary schools with boards; 68 of 109 diocesan, regional or interparish secondary schools with boards; and 58 of 68 private and independent secondary schools with boards.

Variable	Parish Elementary	Other Elementary	Private High School	Other High School
Variance Explained	54.7%	49.9%	45.0%	42.6%
Significant Predictors: Incremental Variance Explained				
Communication with Constituencies	34.2%	ns	32.5%	ns
Degree of Ownership	12.8%	10.1%	12.5%	31.4%
Effective Committees	4.7%	39.8%	ns	11.2%

Table 16
Stepwise Regression Results for Local Boards, With Grade Assigned to the Board's Effectiveness as Criterion Variable

As suggested by the correlation analysis in Table 15, three dominant predictors of the assigned grade emerge from the regression analysis. The degree of the board's ownership of the issues is a significant predictor in each of the four models and the most important predictor of the assigned grade for diocesan, regional and interparish secondary schools. Among boards in general, those

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associated with private secondary schools are seen to take the most ownership of issues. Communication with constituencies emerges as the most important predictor of the assigned grade for parish elementary schools and private secondary schools; however, it is not a significant predictor for the diocesan, regional or interparish school models. Having effective committees predicts the assigned grade for all but private schools and it is the most important predictor for diocesan, regional and interparish elementary schools.

Ownership of Issues

Diocesan Boards

One-third of the diocesan leaders rate the diocesan board as taking a great deal of ownership of issues, while 41 percent see the board as taking quite a lot of ownership, 20 percent as taking some ownership and six percent as taking hardly any or no ownership of issues. Boards who take more ownership of issues are likely to have effective committees, effective meetings and effective communication with their constituencies. Higher ownership boards also are more likely than other boards to set annual goals, to evaluate themselves in the light of these goals, and to have external assessment of their effectiveness. In addition, diocesan boards with higher levels of ownership tend to be more involved with planning, budgeting, policy-making, development, marketing and decisions concerning the opening and/or closing of facilities than are diocesan boards with lower levels of ownership. Finally, diocesan boards with higher levels of ownership are somewhat more likely to be NABE members than are other diocesan boards.

Variable	Parish Elementary	Other Elementary	Private High School	Other High School
With A Grades	89.9%	84.6%	87.5%	87.5%
All boards	59.7%	53.2%	74.7%	55.2%

Table 17
Local Boards With High Levels of Ownership

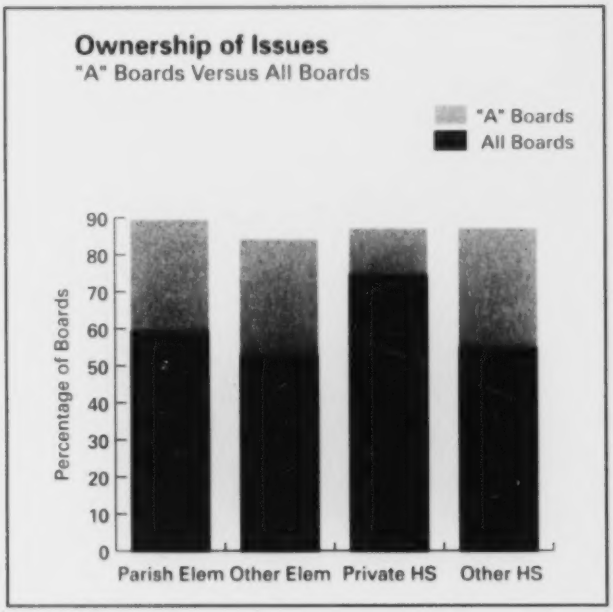

Figure 17
Comparison of A Boards and All Boards on Ownership

Local Boards

Local boards that received a grade of A are much more likely to be perceived as taking more ownership of issues than are local boards in general *(see Table 17)*. Figure 17 shows a graphical representation of the increased percentage of A boards, as compared with all boards, that take a great deal of ownership. Several trends are evident from an inspection of Table 17 and Figure 17. First, approximately the same percentage of boards of all types that received an A show high levels of ownership. Second, boards of private secondary schools, regardless of the grade they received, are more likely to have higher levels of ownership than boards from other types of schools. Third, the greatest difference in the likelihood of high levels of ownership between A boards and all boards in general occurs for both types of elementary school boards and for diocesan, regional or interparish secondary school boards.

Effective Committees

Diocesan Boards

Almost half the diocesan leaders indicated that their diocesan boards have effective committees, while 17 percent indicated that the committees are fairly effective. Only one percent of the diocesan leaders view the board as having ineffective committees; however, one-third of the diocesan leaders did not rate the effectiveness of the committees.

Diocesan boards with more effective committees, compared with other diocesan boards, are more likely to have effective meetings, take more ownership of issues, develop goals annually and evaluate themselves in the light of those goals, and communicate better with their constituencies. Boards with effective committees also are more involved in planning than other boards; however, there are no differences between boards with effective committees and other boards in their levels of involvement with other issues, such as budgeting, policy-making and marketing.

Local Boards

The committees of local boards that received A grades are much more likely to be perceived as very effective than are the committees of other boards *(see Table 18)*. The differences in perceptions of committee effectiveness for A boards, compared with other boards, are greater for boards from parish elementary schools and interparish, diocesan, or regional schools than for private secondary schools.

Variable	Parish Elementary	Other Elementary	Private High School	Other High School
With A Grades	89.9%	76.0%	79.2%	85.7%
All boards	59.3%	51.6%	65.7%	58.2%

Table 18
Local Boards With Very Effective Committees

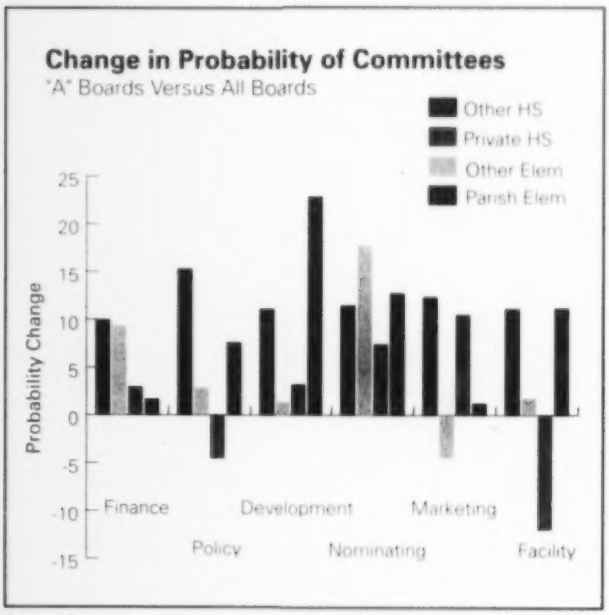

Figure 18
Change in Probability of Committees from A Boards to All Boards

In virtually every case, boards from all types of schools that received a grade of A are more likely than other boards, or as likely as them, to have a specific committee *(see Figure 18)*. The largest differences between boards perceived as effective and other boards occurs for parish elementary schools. Parish elementary school boards that are perceived as effective are much more likely (at least a 10 percentage point difference) than other parish boards to have the following committees: finance, nominating, policy, marketing, development, facility and executive. Other examples of committees being more likely in boards perceived as effective compared with other boards are: 1) a nominating committee for interparish, regional or diocesan elementary and secondary school boards; 2) a marketing committee for private secondary school boards; and 3) a facility committee for diocesan, regional or interparish secondary school boards.

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Effective Communication

Diocesan Boards

Sixteen percent of the diocesan leaders report that their boards have excellent communication and 33 percent rate the communication as good. On the other hand, 26 percent rate communication as fair and six percent as poor. Eighteen percent did not rate the board's communication. Diocesan boards with better ratings of communication, compared with other diocesan boards, take more ownership of issues and have effective committees and effective meetings. In addition, boards with better communication are seen as more involved with planning, development, marketing, decisions concerning the expansion and closings of facilities and legal issues.

Local Boards

The level of contact and communication of A boards with various groups is higher, and often substantially higher, than that of all boards. The groups for which substantially higher contact and communication occur are shown in Table 19 in bold type.

Group	Parish Elementary	Other Elementary	Private High School	Other High School
Business Community	**53.6%**	**73.1%**	**82.5%**	**91.3%**
Local Community	**73.7%**	**80.8%**	**70.8%**	**82.6%**
Religious Community	34.3%	**57.7%**	95.8%	45.0%
Parishes	78.8%	88.5%	37.5%	78.3%
Parish Pastoral Council	75.7%	**84.6%**	8.3%	43.5%
Finance Council	**70.4%**	69.2%	33.3%	73.9%
Faculty	**83.6%**	84.7%	**79.2%**	73.9%
Parents	84.9%	88.5%	62.5%	82.6%
Parent Groups	**80.8%**	73.1%	50.0%	**82.6%**
Students	53.6%	53.9%	**54.1%**	**56.5%**
Diocesan Education Office	64.6%	**73.0%**	25.0%	**87.0%**
Diocesan Board Education	39.4%	38.5%	16.7%	**73.9%**
Total Education Board	34.3%	30.8%	16.7%	47.8%
Religious Education Board	33.4%	42.3%	20.8%	30.4%

Table 19
Local Boards with A Grades: Contact and Good Communication
Note: Percentages in bold are significantly higher than corresponding percentages for all boards.

Factors Leading to Main Achievements

Diocesan Boards

Desire to respond to needs, the expertise of members and effective leadership are the three major factors identified by the diocesan leaders as contributing to the main achievements of diocesan boards *(see Table 20, page 39)*. A significant number of diocesan leaders also listed the dedication of the board members and their collaboration among themselves and with other groups as contributing to the main achievements of diocesan boards.

Factor	Diocesan Boards	Parish Elementary	Other Elementary	Private High School	Other High School
Dedication	11.0%	24.0%	18.3%	31.0%	16.8%
Needs/Desire	22.0%	21.8%	21.1%	19.7%	22.1%
Leadership	17.8%	16.3%	13.8%	16.9%	16.8%
Expertise	19.5%	10.6%	3.7%	16.9%	7.1%
Planning	2.5%	6.4%	4.6%	5.6%	8.0%
Collaboration	12.7%	5.0%	4.6%	4.2%	6.2%

Table 20
Percentage of Diocesan and Local Boards Identifying Factors Leading to Main Achievements

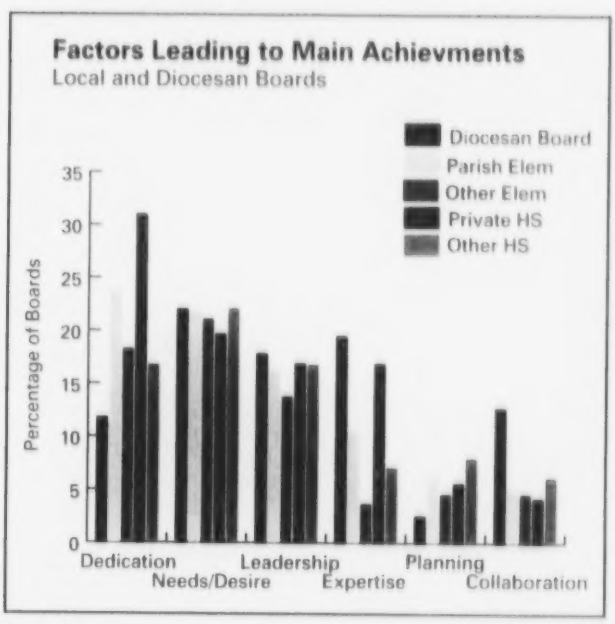

Figure 19
Factors Leading to Main Achievements of Boards

Local Boards

The major factors identified by local boards as contributing to their achievements are dedication, commitment, desire and response to needs *(see Table 20 and Figure 19)*. A significant number of boards also identified leadership as a factor. Other factors listed less frequently include expertise, planning and a combination of consensus, vision and openness.

Factors Preventing Effectiveness

Diocesan Boards

The four factors listed most frequently as preventing the effectiveness of diocesan boards are: 1) lack of time (19 percent); 2) size or complexity of the dioceses (15 percent); 3) the board's lack of vision or focus (12 percent); and 4) the board's lack of experience (10 percent). One-third of the diocesan leaders who graded a board and one-half of the diocesan leaders who gave the board an A did not list any factor that prevented the board's effectiveness.

Local Boards

What factors seem to prevent a local school board from being effective? Approximately 40 percent of all boards and 70 percent of boards that received a grade of A did not identify any factor that prevented their effectiveness *(see Table 21, page 41)*. Two factors that emerge with some frequency, however, when boards do report impediments to effectiveness are lack of time and lack of training. Approximately 18 percent of all boards and 15 percent of A boards identify lack of time, or being too busy, as the major factor impeding their effectiveness. Lack of training and/or lack of experience are major factors for seven percent of all boards; however, very few boards with A grades list these factors.

Other factors preventing board effectiveness that were identified from time to time included: 1) lack of commitment (approximately five percent of all boards); 2) lack of understanding of role; 3) domi-

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nant personal agendas, particularly for diocesan, regional and interparish boards; 4) lack of authority, also for diocesan, regional and interparish boards; and 5) pastor problems, for all boards except those from private schools.

Differences between Effective Boards and Other Boards

Diocesan Boards

A comparison of the responses of diocesan leaders who give A grades to their boards with those diocesan leaders who give lower grades to their boards yields statistically significant differences on 10 questions on the survey. In each case, the grade A boards received a higher percentage of positive responses than the boards that received lower grades. The differences between the A boards and other boards on the remaining questions in the survey are not statistically significant.

The diocesan leaders who graded the boards gave higher ratings to A boards than to boards receiving lower grades on the following:

- **Involvement in planning.** Fifty-three percent of grade A boards had a "great deal" of involvement in planning, compared with 31 percent of other boards.
- **Involvement in financial decisions and budget management.** Thirty-six percent of A boards had a "great deal" of involvement in financial decisions and budget management, compared with 17 percent of other boards.
- **Involvement in decisions regarding expansion and/or closing of facilities.** Forty-three percent of A boards had a "great deal" of involvement in decisions regarding expansion and/or closing of facilities, compared with 22 percent of other boards.
- **Communication with key groups in the diocese.** Thirty-three percent of A boards were rated "excellent" in their communication with key groups, compared with 10 percent of other boards. An additional 48 percent of grade A boards were rated "good" in communication, compared with an additional 34 percent of other boards. In total, 81 percent of grade A boards had "excellent" or "good" communication, compared with 44 percent of other boards.
- **Ownership of issues under its jurisdiction.** Sixty-two percent of A boards took a "great deal" of ownership of issues under their jurisdiction, compared with 18 percent of other boards. In total, 94 percent of grade A boards took at least "quite a lot" of ownership of issues, compared with 62 percent of other boards.
- **Development of goals for itself.** Eighty-two percent of grade A boards develop goals, compared with 67 percent of other boards.
- **Evaluation of performance in the light of its goals.** Based on the responses of the diocesan leaders who answered this question, 100 percent of grade A boards evaluate their performances in the light of their goals, compared with 74 percent of other boards. However, a significant number of leaders apparently did not have sufficient awareness of board activities to respond to this question or otherwise chose not to respond to it (25 percent of those who gave A ratings and 32 percent of those who gave other ratings skipped this question). Taking all the leaders into account, the percentage of A boards evaluating their performance would range between 75 percent and 100 percent, compared with the range of 50 percent to 74 percent of other boards.
- **Involvement of effective committees.** Based on the responses of the diocesan leaders who answered this question, 97 percent of grade A boards have effective committees, compared with 57 percent of other boards. This question also had a significant amount of nonresponse from the diocesan leaders (30 percent of those who gave A ratings and 36 percent of those who gave other ratings). Taking all the leaders into account, the percentage of A boards that have effective committees would range between 68 percent and 97 percent, compared with the range of 37 percent to 57 percent of other boards.

Factor	Parish Elementary	Other Elementary	Private High School	Other High School
Boards with A Grades				
Lack Time/Too Busy	11.1%	19.2%	16.7%	12.0%
Lack Training/Experience	2.0%			
Lack Understanding of Role			8.3%	
Lack Commitment	2.0%			4.0%
Pastor Problems	7.1%	7.6%		
Conflicts/Poor Mix	2.0%			
Lack Authority	2.0%			
Dominant Personal Agenda				4.0%
Lack Purpose/Focus			4.2%	
Lack Leadership				
High Turnover	3.0%			
Poor Preparation	1.0%			
Poor Communication	1.0%		4.2%	4.0%
Parochial Interest				
Board Size	1.0%	3.8%	4.2%	
None Listed	69.7%	73.1%	66.7%	72.0%
All Boards				
Lack Time/Too Busy	15.3%	18.3%	19.7%	23.0%
Lack Training/Experience	5.7%	11.0%	7.0%	7.1%
Lack Understanding of Role	5.2%	1.8%	4.2%	4.4%
Lack Commitment	4.6%	5.5%	7.0%	2.7%
Pastor Problems	4.0%	5.5%	0.0%	5.3%
Conflicts/Poor Mix	3.7%	1.8%	1.4%	3.6%
Lack Authority	3.2%	3.7%	1.4%	8.0%
Dominant Personal Agenda	2.7%	6.4%	0.0%	4.4%
Lack Purpose/Focus	2.6%	3.7%	4.2%	0.9%
Lack Leadership	1.7%	1.8%	1.4%	1.8%
High Turnover	1.7%	0.0%	0.0%	0.9%
Poor Preparation	1.5%	1.8%	2.8%	1.8%
Poor Communication	1.0%	1.8%	1.4%	1.8%
Parochial Interest	0.5%	2.8%	2.8%	0.9%
Board Size	0.4%	0.9%	1.4%	3.6%
None Listed	41.3%	33.9%	45.1%	38.1%

Table 21
Percentage of Local Boards Identifying Factors that Prevent Their Effectiveness

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- **Inclusion of meditative readings and discussions at board meetings.** Thirty-two percent of A boards have spiritual readings at meetings, compared with 17 percent of other boards. Virtually all boards are likely to pray at meetings and some (23 percent of grade A boards and 18 percent of other boards) hold day-long retreats for their members.
- **Involvement in assessment or evaluation.** Based on the responses of the diocesan leaders who answered this question, 76 percent of A boards are assessed or evaluated, compared with 60 percent of other boards. This item also had a significant amount of non-response from the diocesan leaders (21 percent of those who gave A ratings and 39 percent of those who gave other ratings). Taking all the leaders into account, the percentage of A boards that have effective committees would range between 60 percent and 76 percent, compared with the range of 37 percent to 60 percent of other boards.

Local Boards

What are the factors that distinguish effective local boards from other local boards? In terms of their structures, local boards that are perceived as effective, that is those that received a grade of A for board effectiveness, are more likely than other boards to: 1) have more members; 2) include business people and alumni as members; and 3) have finance, nominating, policy, marketing, development, facility and executive committees.

In terms of their responsibilities and activities, A boards are more likely than other boards to: 1) be more involved with issues pertaining to budget, policy, mission and philosophy and planning; 2) have goals, review or update them annually and use them as a basis of self evaluation; 3) receive training at least annually and train their new members; 4) take more ownership of issues; 5) have higher levels of contact and communication with their constituencies; and 6) have their progress assessed periodically.

Finally, in terms of their accomplishments, A boards are more likely than other boards to: 1) have effective committees and effective meetings; 2) list development/fundraising (especially elementary schools), budget/financial stability (especially diocesan, interparish and regional schools), long-range planning, and marketing/ public relations/recruitment (especially parish elementary schools and diocesan, interparish and regional secondary schools) and plant upgrades (parish elementary schools) as main achievements; and 3) identify dedication and commitment as major factors contributing to their main achievements.

Summary

Using a self-reported assessment of effectiveness by assigning a grade between A and F to each board, one-third of diocesan leaders and one-fourth of the respondents to the local school board questionnaire give their boards A grades. Most boards received at least a B grade; however, 26 percent of diocesan boards and 23 percent of local boards received a C grade or lower.

Three factors consistently emerge as important contributors to the perceived effectiveness of diocesan and local boards: effective committees, ownership of issues, and communication. In addition, the board's evaluation of itself in the light of its goals is a significant predictor of the perceived effectiveness of diocesan boards.

Desire to respond to needs, members' expertise, and effective leadership are important contributors to the main achievements of diocesan and local boards. In addition, members' dedication is an important contributor particularly to the main achievements of local boards and collaboration is important for diocesan boards. On the other hand, lack of time is the major factor identified by both diocesan boards and local boards as preventing their effectiveness. Other factors preventing effectiveness are size or complexity of the diocesan board, lack of vision or focus and lack of experience for diocesan boards and lack of training for local boards.

Other factors that characterize the differences between effective diocesan boards and other diocesan boards include: 1) involvement in planning; 2) involvement in financial decisions and budget management; 3) involvement in decisions regarding the expansion and/or closing of facilities; 4) the development of annual goals; 5) having meditative readings and discussion at board meetings; and 6) having annual assessment.

Other factors that characterize the differences between effective local boards and other local boards include: 1) having more members; 2) having business people and alumni as members; 3) receiving training annually; 4) having annual assessments; 5) having development, budget management, planning, marketing and plant upgrade as among their major achievements; and 6) identifying dedication and commitment as major factors contributing to their main achievements.

The strength of the relationship between communication and perceived effectiveness varies both with the type of board and with the object of its communication. All types of local boards show significant relationships between perceived effectiveness and communication with faculty, parents, parent groups, students, and the local community. The relationship between perceived effectiveness and communication with parishes and the diocesan education office is higher for boards from elementary schools than for boards from diocesan, regional or interparish secondary schools, and not significant for boards from private secondary schools. The relationship between perceived effectiveness and communication with the diocesan school board is significant only for boards from parish elementary schools and those from diocesan, regional and interparish secondary schools.

Other important relationships between perceived effectiveness occur for boards that develop goals and evaluate themselves in the light of these goals (elementary school boards, particularly those from interparish, regional or diocesan schools); board assessment or evaluation (particularly for private schools); and involvement in planning (particularly secondary schools); policy (private secondary schools only); budget (diocesan, regional or interparish secondary schools); and development (particularly private secondary schools).

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Benchmarks of Excellence and Practical Applications for Elementary and Secondary School Boards

A benchmark is a standard by which something can be measured or judged. This standard serves as a measure to compare one's own product with a rival's product and to improve one's own product. (1)

Introduction

The National Association of Boards of Catholic Education's (NABE) survey provides data that identify eleven characteristics of effective elementary and secondary school boards that may serve as benchmarks for other school boards. Some of the characteristics of effective elementary and secondary school boards are shared by effective diocesan boards. Because of different settings and the scope of responsibility, some diocesan board characteristics differ. In this chapter, we discuss these benchmarks as well as present ideas and implementation tips so that elementary and secondary boards, commissions and councils can emulate these qualities of effective boards, or better yet, attempt to surpass them and create new levels of excellence. Listed below are the distinguishing characteristics of effective boards.

1. Boards have members that include business people and alumni.
2. Boards take ownership of issues under their jurisdiction.
3. Boards are involved with issues pertaining to budget, policy, mission philosophy and planning.
4. Boards have goals, review or update them annually and use them as a basis of self-evaluation.
5. Boards have actively working committees: finance, nominating, policy, marketing, development, facility and executive committees.
6. Boards have contact and communication with their constituencies.
7. Boards assess their progress periodically.
8. Boards have effective meetings.
9. Boards are dedicated and committed to the school's mission.
10. Boards train their new members and provide annual in-service for all members.
11. Board's main achievements are in the areas of development/fundraising, budget/financial stability, long-range planning, marketing/public relations/recruitment and plant upgrade.

Distinguishing Characteristics

1. Effective boards include alumni and members from the business community.

Membership

This first characteristic of an effective board looks at the composition of the membership seated around the table. Effective boards are somewhat larger than other less effective boards and they are more likely to include business people and alumni. This differs from the boards of the 1960s and even those today that are limited to clergy and/or parent membership.

Business People

One board member from the Portland, Maine, business community linked the school and local community by bringing fiscal resources to board's efforts to improve the school's technology capabilities. The local business used the school computer lab in the evenings to train employees. In return, the owner of the business provided the furnishings for the room as well as the software and maintenance of the hardware.

Alumni

Loyal and supportive of their alma mater, alumni members also contribute immensely to the work of the board. One high school that expanded its board to include alumni successfully completed a nine million dollar capital campaign through solicitations from supporters which included graduates.

Leadership Qualities

Having connections to the institution as an alumni or business person is not, in itself, sufficient for board membership. All individuals comprising a board must be "doers and shakers". According to John Naisbitt and Patricia Aburdene in *Megatrends 2000: Ten New Directions for the 1990's*, "Individuals today can leverage change far more effectively than most institutions."[2] What are the leadership qualities of the "doers and shakers?" The effective leadership qualities suggested by John W. Gardner in his book *On Leadership* deserve board attention.

- Heightens motivation and confidence of the group as well as those outside of the group
- Shapes the vision of an organization but is also open to learning and accepting what others have to contribute
- Makes judgments necessary to prevent conflicts from blocking progress toward principal goals
- Achieves workable unity
- Creates or strengthens programs or systems that will survive long after his/her term of office
- Assists in the "rediscovery" of values of the society, community and organization
- Fosters the process of renewal within the organization
- Senses where the enterprise is now, where it is going and must go.[3]

To this list we might add these leadership qualities:

- Makes decisions and is willing to take risks to get them done
- Has the appropriate contacts
- Is self-assured

Although one person cannot be expected to possess all these attributes, the list can serve as a discussion guide for present board members as well as a guide for potential

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members. It is important to keep in mind that a leader in education is not necessarily a leader in business. It is also helpful to create a profile grid similar to the one in Appendix 5-4 on page 95.

Attracting leaders and "doers and shakers", however, is not the only objective in board member selection. Boards also need people who have the time and interest to do the nitty-gritty and follow-up work of the board. As boards begin to plan membership for the future, they need to assess board membership in terms of both types of service.

Prospective Members

Where does one find the movers and shakers? Father John Flynn and Dr. Larry Thompson, in *Effective Funding of Catholic Schools*, suggest possible resources.

- Personal references
- Committee recommendations
- Articles of local publications
- Sierra Club lists
- Knights of Columbus lists
- Pastor endorsements
- Civic organizations[4]

To this list can be added seeking prospective members from among those who have served on committees of the boards. Board committees are fertile training grounds for potential board members.

Screening and Approval

Once found, how does one invite persons to become members of the board? The board's process for screening and approval should include a meeting with the prospective member before his/her name is advanced for nomination. A good idea is to conduct the meeting over lunch or dinner. At this time, the administrator or veteran board member can share some of the success stories of the school and religious education program. The roles and responsibilities of members also are highlighted at this time.

Prospective board members surface through nominations, self-nominations, invitations or selection. For example, Holy Names Academy High School in Seattle, Washington, calls for nominations. The nominees are required to complete nomination forms and to submit a letter stating why they wish to serve. From this group, persons are invited for an interview. The purpose of this interview is to glean information about the nominee's commitment to the program's philosophy and the work of the board. At the same time, the prospective members can decide if they want to serve. The names of the most promising nominees are placed on a ballot for the board members' vote. Some boards conduct a broader election that goes beyond the board to include parents and parishioners.

At-Large Membership

In addition to those members elected, many boards select two or three at-large members who have a special talent or skill needed to further the work of the board. To introduce the new board members, Georgetown Visitation High School Board in Washington, DC, disseminates a profile sheet to the total school community. See Appendix 5-5 on p.96.

2. Effective boards take ownership of issues under their jurisdiction.

Ownership

How does one keep good members on the board? Ownership is the magic ingredient that keeps members coming to meetings and keeps them enthusiastic about their work. The following indicators may be used to ascertain that the board's ownership of the school and educational program is being nurtured and sustained:

- Are board members certain that they are shakeholders? Can they see a connection between their involvement on the board and long-range positive effects on children and the community? For example, are parental needs, such as those of single parents, considered? Does the business person see his/her involvement contributing to the preparation of students for the work force? Does the community representative see the school and/or parish open to needs such as literacy?
- Are members involved in crafting and affirming the program's philosophy and mission?
- Do members set the board agenda through long and short-range planning?
- Do members have opportunities to articulate their support or non-support along with their reasons. Is their input reflected in the outcome? Through committee work, do they have opportunities to bring issues to resolution? Do they feel consensus is respected?
- Do members receive appropriate recognition and have significant roles in activities such as graduation or assemblies? Are they asked to represent the school, parish or diocese at community functions?

Investment

Another facet of board ownership is membership's investment in the work of the board. Speaking on behalf of the 1995 NABE award-winning boards, John Murphy from Algona, Iowa, expressed these thoughts on board members' investment:

> It is our responsibility to make sure that the valuable religious principles that we learned in school will be carried into the future. We must do all that we can do to make sure that our children and our children's children have the opportunity to experience Catholic education. We as board members must now be willing to give our time and talent to make sure that the opportunity for Catholic education will continue.(5)

Assessment of Board Investment

Appendix 5-6 on page 97 can be used to assess the level of ownership of a particular board. Spaces are provided for additional questions you may want to add. Setting aside 20 minutes of a board meeting to discuss the checklist is crucial to keeping the board fired up and productive in the long run.

3. Effective boards are involved with issues pertaining to budget, policy, mission, philosophy and planning

Jurisdiction

The NABE research presented in this book determined that effective boards take more ownership of issues under their jurisdiction. This assumes that the board is clearly structured and responsibilities are delineated. Each board should have a constitution and by-laws which lists specific board responsibilities with a clear indication of the level of the board's authority in each area.

Consultative Boards

Consultative boards have specific areas in which they must be consulted before the person with the final authority does anything. Conversely, the board can not make final decisions in these areas without the approval of that person. For example, a Midwestern diocesean board adapted a self-study assessment that would be required for the elementary and secondary schools. The quality of education and planning were placed under the jurisdiction of the board, so this decision falls under its umbrella. Approval of the bishop is needed before the decision is implemented and enforced.

Limited Jurisdictional Boards

A diocesan or community-owned high school may charge the limited jurisdictional board with formulating and approving the annual budget; however, capital improvements

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exceeding $50,000 must be approved by an authority outside of the board. These board members know that they have the final say and responsibility with regard to the school's budget. However, with regard to the capital improvement expenses, they have the responsibility to present a well-researched and thorough proposal to another level of governance. In both instances, the board exercises ownership. The degree of ownership is clearly spelled out from the outset. Sample constitutions are found in Appendices 5-7, 5-8 and 5-9 on pages 98-125.

Perfunctory Boards

These are boards which have narrow responsibilities such as fund-raising activities and rubber stamp approval of budgets prepared outside of the board. In the case of perfunctory parish and inter-parochial school boards, pastors who do not choose to attend meetings can veto or second guess decisions made at the meetings. These factors diminish board ownership. Administrators are responsible for empowering the board in substantial ways. Principals, pastors, presidents and heads of religious community-owned schools must embody models of collegiality and invest in their boards authority to carry out specific responsibilities. Administrators need to invite and encourage members to take the lead in planning for the school's and their board work; to determine and monitor the budget; to assume responsibility for the school's financial stability; and to ensure the living-out of the mission and philosophy.

Board Issues

The NABE survey determined that effective boards were involved with issues pertaining to budget, mission, philosophy and planning as well as those related to policy. Involvement in, and responsibility for, these foundational issues gives boards the power and/or influence to make a positive difference for those institutions which they serve.

Lourdes Sheehan, RSM, Ed.D., in *Building Better Boards* identified policy-making as one of the major ways for the board to give direction to the school. She reminds us of the importance of policy because "policies convey to the school the mind of the board on critical and sensitive matters."[6] Chapter Three of Sheehan's work provides pertinent information on policy development.

In addition to addressing these issues, boards are involved in designing and implementing programs for development, marketing, public relations and student recruitment. Evaluation of their own work and the administrator's service to the board is the final responsibility added to the list.

What are your board responsibilities? Do they include the tasks undertaken by effective boards? How are members invited and encouraged to assume ownership of the issues related to their responsibilities?

4. Effective Boards have goals, review and update them annually and use them as a basis of self-evaluation

Goal Setting/Planning

Effective boards set aside time to plan, to envision accomplishments and to outline steps to reach that vision. A board without a plan is like a boat without a rudder that goes wherever the waves toss it or the current pushes it.

Effective boards use the SWOT approach to craft a plan for their work. It is a simple step-by-step process that allows the group to examine the status of the institution from four different viewpoints: strengths, weaknesses, opportunities and threats. Thus we have the acronym SWOT. This approach is commonly used.

1. Analyze the current picture.
2. Identify "burning issues".
3. Determine strategic actions that aim at handling issues.[7]

Through the process, the organization's or institution's strengths, weaknesses, opportunities, and threats are identified and become the underlying key factors of planning. Worksheets to conduct a SWOT planning session along with an explanation of the process are found in Appendix 5-10 on page 126.

Boards are also involved with planning school-wide or diocesan-wide. School boards provide the leadership for planning associated with accreditation or setting the direction for the school. Boards approve the process and the committees' and subcommittees' chairpersons. They also review periodic reports from the planning committee and orchestrate the implementation and evaluation of their recommendations. An excellent resource for strategic planning is the NCEA publication, *Taking Hold of the Future: The ABC's of Strategic Planning*, by Jean Wincek, CSJ and Colleen O'Malley, CSJ.[8]

The strategic plan of Xavier College Preparatory School Board, in Phoenix, Arizona, is an example of the success of a board leading and supporting school-wide planning. Their school's plan, *Strategic Choices for the Future*, is found in Appendix 5-11 on page 128.

5. Effective local boards have actively working committees: finance, nominating, policy, marketing, development, facility and executive committees

Standing Committees

Once a board has developed a strategic plan it must set in motion committees that will roll up their sleeves and add muscle to the tasks charted by the plan. Whether standing or ad hoc, committees have the potential to lift the plan off the page into the life-stream of the parish, religious education program or school.

Goals, strategies or tasks related to the board's regular responsibilities are assigned to standing committees (permanent committees stated in the bylaws). Ad hoc committees, or special committees that have limited charges are created for special purposes and handle very specific tasks and projects. Each committee should have a clear and simple written explanation of its charge as articulated during the board's planning session.

The NABE survey points out that effective boards have finance, nominating, policy, marketing, development, facility and executive standing committees. Suggested responsibilities or job descriptions for these committees are as follows:

- *Finance Committee*
  To work with the administrator/s to develop, review and recommend the proposed budget for full board approval. (If another level of approval is needed, the committee would take it to that final step.) The committee may also oversee the organization's investments, including the endowment.

- *Nominating Committee*
  To identify and recruit candidates for future board membership and to organize and oversee the nomination process. According to Ellen Hirzy, author of *Nonprofit Board Committees*, this committee may be charged with the orientation, continuing education, and evaluation of members.[9]

- *Policy Committee*
  To review current policies and to make recommendations regarding changes, additions or deletions and to formulate new policies for full board approval.

- *Development/Marketing/Public Relations Committee*
  To develop plans, procedures, and schedules for board involvement in third source funding as well as to address enrollment and public relations.[9] (In the beginning, these three areas may belong to one committee but, with increased sophistication, the functions are allotted to separate committees.)

- *Facility Committee*
  To assess the maintenance and expansion needs of buildings and to develop a plan that addresses these needs.

- *Executive Committee*
  To prepare the agenda for meetings; to represent the whole board when commissioned by the board to make decisions; to deal with urgent situations that cannot wait for the next full-board meeting. (A word of caution, the executive committee does not operate independently of the board and must report its decisions to the full board.)

Other standing committees that are growing in popularity and that enhance the leadership of the board are these:

- *Legislative Research Committee*
  To gather information on local, state and federal legislation which impacts Catholic schools. This group might work in conjunction with the local diocese, the state Catholic Conference, and the United States Catholic Conference to keep parents informed of pending legislation and to disseminate information and recommendations on a course of action.

- *Statistical Information Committee*
  To collect and evaluate/analyze appropriate statistics that will allow the board to assess past progress, make reliable projections and chart future direction.

- *Curriculum Committee*
  Whether or not the board should have a curriculum committee continues to be debated. Some administrators have adopted a hands-off approach and rely solely on the teachers to make all decisions about curriculum. Other administrators invite the board to research possible programs and to provide or locate resources to support the curriculum. For example, a high school in the Maryland area owned by a religious community, has a committee that is charged with assessing curricular needs and proposing goals and strategies for implementation. Over a two-year period, the committee, composed of a mix of board and faculty members, is studying the implications of expanding to include seventh- and eighth-grades; developing a plan to integrate technology into the curriculum; and exploring a summer program for advanced eighth-graders. The work of the committee, however, does not include selecting textbooks or mandating specific teaching strategies. Instead, the committee will propose to the board a vision that will impact more broadly on the school's curriculum.

- *Ad Hoc Committees*
  In addition to standing committees, boards have ad hoc committees, created to accomplish a particular task in a specified time frame.

- *In-Service Committee*
  Job Description: To in-service newly elected board members and develop and implement a continuous board member development program.

Establishment of Board Committees

To establish committees, boards can follow a three-step process.

1) Select committee members and focus the charge. Committee members need not be board members, although the chair of each committee should be a member of the board. When choosing people to serve, it is important to match the talent, experience and interest of the members to the committee's activities. Members should be clear about their responsibilities and be familiar with the policies, practices and procedures of the organization which the board governs.

2) Set strategies or action steps for assigned goals and determine time lines in which they will be accomplished. For example, a goal of the Public Policy Committee may be to get the state to fund busing for students in Catholic schools. The action steps may include the identification of a legislative contact for each school board and parent organization in the state and a time by which such contact should be made.

3) Hold committee members accountable in organizing committees. Once the charge is defined and mapped out, committees should meet between full-board meetings to accomplish their work. In preparation for the full board meeting, a written progress report is sent with the agenda. Committees are expected to report at each board meeting. This helps to keep the committees on task. Sample reporting forms and a sample form, *Strategy Worksheet*, to record this information are provided in Appendix 5-12 on page 139.

Keeping Committees Enthusiastic

Once set-up, how does one keep committees fired up? Here are some tips.

- Keep the committee size manageable: 3-5 members is a good guideline.
- Develop both a clear and concise charge to keep the committee focused on its task and a time line for its completion.
- Recruit non-board members with experience related to the committee's task to provide expertise and community/faculty input.
- Maintain a link with the board by having a board member chair each committee.
- Hold committee meetings at a time that will encourage members to get their work done quickly and efficiently, such as the end of the business day and before dinnertime. Committees will be much less likely to stretch a one-hour meeting to three hours if they know they need to be somewhere else. If it fits members' schedules, a breakfast meeting is another strategy.
- Promote a sense of ownership by making each committee responsible for its own report. The administrator should not do the committee's work or present the report.
- When the committee submits its final report or recommendations, congratulate the committee members on a job well done. Celebrate their accomplishments in some concrete way, for example, serve refreshments prior to the meeting, and/or recognize the committee at the home and school meeting.

6. Effective boards have contact and communication with constituents

Communication Tips

Members of St. Mary Magdalene School Board in Oakville, CT, one of the 1992 NABE award winners, say, "If we could offer one word of advice to offer other school boards, it would be to strive for effective communication. Open lines of communication must exist between and among the board members, the principal, the parish priests and the school families."(10)

This consistent communication will deflect potential crises and nurture the community of stakeholders. The NABE survey supports the St. Mary Magdalene board's advice. Effective boards maintain contact and communication with constituents. Through planned and creative communication, boards articulate the mission and vision of the school, build awareness with the local and broader communities and expand the network of supporters. They build awareness of the institution's accomplishments, contributions, credibility and needs.

This kind of effective communication broadens the circle of supporters to encompass new and broader audiences. A board from the South, with a professionally developed

publication relations packet in hand that depicts the plans for a much needed renovated science lab, met with key people of pharmaceutical companies. The end result of their well thought-out method of communication and their well prepared presentation was a donation of $50,000.00 as well as chemicals and glassware.

To communicate effectively, boards systematically plan to address the three concentric circles of communication: the board member core; the faculty, families inner circle; and the broader support circle. The charts depicted in Appendix 5-13 on page 143 gives examples of constituents within each circle along with suggestions regarding what to communicate and ways to communicate. Some of the ideas incorporated into the chart were adapted from *The Board's Role in Public Relations and Communications* by Joyce L. Fitzpatrick.[11]

Award Winning Communication Tips

The award winning St. Mary Magdalene board, demonstrates effective communications skills as they interacted with one another, faculty, school families and the broader community. The following communication processes paid off and they pass these tips on to other boards.

- Board president and administrator will discuss meeting agendas with the pastor.
- Reports from committees will be published in newsletters.
- Names of board members are printed in handbooks and other publications for easy reference for those who have questions.
- The board president regularly speaks at the home and school association meetings to inform others about board activities. Questions and comments are encouraged.
- In conjunction with the family picnic committee, the board welcomes new families into the fold.
- The board president regularly communicates with the administrator regarding activities, possible crisis, etc.[12]

7. Effective local boards assess their progress periodically.

Communication Assessment

At least twice a year the board should evaluate its communication effectiveness with the inner and broader circles of its constituency. Using the concentric circles charts, (Appendix 5-13 on page 143) or one tailored to a specific board as a guide, boards can effectively assess their communication with constituents. Following the assessment of one or all three of the communication circles, boards can craft an improvement plan.

Board Assessment

Evaluation includes more than assessing the board's ability to communicate. The total scope of board activity requires regular evaluation for things left unexamined usually deteriorate. Experience has shown that boards improve when they regularly ask these questions: What are we doing? Why are we doing it? How well are we doing it? How can we do it better?

The evaluation process can be categorized into two broad areas:

- The board's self-assessment of its service.
- Assessment of the administrator's service to the board.

Self-assessment

Since the NABE research data presents 11 statistically significant characteristics of effectiveness of elementary and secondary school boards, an instrument to conduct a board self-assessment that is based on these is presented in Appendix 5-14 on page 150.

This sample board self-assessment instrument can be compared to a large cardboard cube. On the outer and inside faces of the cube are printed the 11 evaluation areas with its respective elements. Each face can be studied by itself. For example, a board may want to look at how well it is carrying out its responsibilities and, therefore, work with just that segment of the assessment. Or the cube can be flattened out to study the entire field of board activity, ranging from membership to the administrator's accountability to the board.

Earlier in this chapter the SWOT planning process was discussed. This is another self-assessment process that boards use. The process involves assessing strengths, weaknesses, opportunities and threats. This more in-depth evaluation focuses the board on the mission, asking why the school/organization exists. Based on the response the board asks: What do we need to do to address the issues that surface during the SWOT evaluation? Who should take action and by when?

Assessment of the Administrator's Service

The second category of the board evaluation process assesses the administrator's service to the board. Both the administrator and board members rate the administrator in regard to these questions:

- Does the administrator give direction to the board by assisting the chairperson to build meeting agendas, identifying school needs, offering suggestions for in-service, preparing a budget with the finance committee, and making policy recommendations?
- Does the administrator provide information to the board through monthly reports, curriculum updates, student assessment results, indications of school-wide problems or concerns and invitations to school activities and events?
- Does the administrator cultivate a relationship with the board that evidences loyalty and respect, providing adequate clerical assistance for board meetings, assisting in recruitment of new board members and providing access to data and materials to accomplish committee assignments?
- Does the administrator demonstrate accountability by fulfilling his/her board job description, being responsible for implementing local and diocesan policies, completing the tasks assigned by the board, complying with diocesan guidelines and policies?

The board assesssment of administrators' service tool is found in Appendix 5-14 on page 153.

8. Effective local boards have effective meetings

Guidelines For Conducting Effective Board Meetings

- *Determine the frequency and regularity of meetings:*

  Setting a specific day of the month for board meetings is the best way to assure regular attendance and avoid spending a great deal of time synchronizing calendars; members know from the outset the calendar for the year. For example, the first Monday of each month is board night.

- *Set a calendar of meeting topics*

  Designating a topic per month/per meeting enables members to forecast type of planning they need to do in advance to do their needed research and preparation.

  This also ensures that important topics get handled with appropriate attention and commitment of time. Therefore, the executive committee should prepare a twelve month calendar of board topics. For example, different stages of the budget development are scheduled in this way:

- **October**—board presents guidelines/assumptions to the budget and development committee
- **December**—committee begins actual preparation of annual budget
- **January**—principal presents to the board finalized enrollment and staffing assumptions, including salary schedules and fringe benefits.

The complete schedule for budgeting is found on page 28 of *Building Better Boards*.

- ***Learn and implement conflict management skills***

  Board members need to be prepared to handle conflict. Members must agree to help one another identify problems creating the conflict. They listen carefully to determine a common ground, goal outcome, end result, individual needs, that both conflicting parties can live with. The group works for compromise or consensus. Throughout the process the chair takes the lead as the board walks through these steps. In case of a stalemate, a facilitator may be needed.

- ***Agenda items are marked with time allotments and expected goals/outcomes are indicated***

  Prior to beginning discussions, members should be made aware of the total time allocation and the desired outcome for each topic, e.g., is this session to brainstorm ideas, to formulate a resolution, or come to a final decision. This avoids long, unproductive meetings.

Board Members' Responsibilities

In sports, each team member has a specific position and responsibility during a game. If each member delivers a stellar performance, the team leaves the field or court as the winner. The same holds true for the board team. To conduct a meeting that is a winner, each participant or player performs in his/her position the best that he/she can. Team spirit must be developed by all members for the good of the total board.

Administrator's Responsibility

With the executive committee, the administrator prepares the playing field. The agenda is developed and sent out with the supporting documentation and resources. This is sent at least a week in advance of the meeting so that members can prepare to make decisions, formulate a policy or take an action.

Agenda Preparation

A process to develop skills in building agendas, which better focus meetings and make them more effective, is found in Appendix 5-15 on page 154. This activity can provide a useful program for a board in-service activity.

Meeting Room Preparation

Preparing the meeting room is also the responsibility of the administrator. Seating arrangements, meeting materials and equipment should be set in advance of the arrival of members for the meeting. Refreshments are attractively presented.

An administrator, in Sioux City, adds a special touch to the meeting arrangements with name cards for each member. On the side facing the others is the member's name and on the reverse side the mission of the school is printed. In this way, members are encouraged to call one another by name and are reminded of the reason for their gathering.

Individual Member Preparation

Each member has certain functions prior to and during the meeting. Prior to the meeting members attend committee meetings. The chairperson of the committee submits a written report to accompany the agenda. Each board member is required to read the

other committee reports as well as other supporting documents. Each is expected to read, research and be ready to contribute. During the meeting, members participate by contributing to the discussion or debate, listening to and respecting others.

Chairperson Participation

The chairperson calls the plays. He/she, with the executive committee, sets the agenda, summarizes the ideas/discussion and reflects back to the group their thinking. He/she keeps the agenda moving within the time-frames set. If an agenda item needs more work, the chair knows when to relegate it to committee or ask the administrator to work on it.

The chairperson reminds the board when it moves into administrative areas and when it gets off track. It is the chairperson's job to handle conflict by assisting the group to:

1. State the problem clearly.
2. Listen carefully for each faction's goal and areas of possible compromise.
3. Come to consensus.

At the beginning of the meeting the chair reminds the board of the goal and purpose of the meeting. The chair summarizes the actions and decisions and reviews the assignments and follow-up. For easy access and recall, these items could be charted on separate sheets of newsprint throughout the meeting.

With the magic of technology and an efficient secretary taking minutes, a board in Portland hands each member a copy of the assignments as they go out the door. This way, members do not waste time waiting for minutes as memory wanes. They start immediately on their assignments.

At the end of the session, the chair invites each member to evaluate the meeting by responding to two questions: 1) What was good about the meeting and 2) What suggestion would you make for the next meeting?

In Appendix 5-16 on page 159 there is an excellent list of chairperson and individual member actions which help the group stay on task and build cohesiveness. Encourage your members to study the list and to use the form to record how often members and/or chairperson use each of the actions during the meeting.

Also in Appendix 5-17 on pages 160 is a chart that present the "Necessary Rules For Effective And Productive Meetings." They provide a detailed review of the necessary elements for effective meetings that can be used for board in-service and meetings.

9. Effective local boards are dedicated and committed to the mission of the school

Mission

People accept board membership because they value the purpose of the school. According to the NABE survey, it is the members' dedication and commitment to the mission that creates effective boards.

Mission is the energy that produces the force which shapes the board's plan and the evaluation as it relates to the plan. In this section, the mission is discussed as a means to renew the allegiance of members as well as to review their role. To conduct such a discussion, these questions are suggested by John Carver, author of *Boards That Make a Difference*:

- Why does the organization exist?
- For whom?
- At what cost?[13]

The board exists to ensure that students served receive the best Catholic education. This may conflict with views of some members who believe that their pet issues or egos have high priority. The question for members is "How will the board fulfill its mission?" not "How will this benefit me personally?" Ultimately, the board must provide leadership through planning, policy, fiscal responsibility and development to ensure that the mission will be accomplished. This involves group decision-making with a focus on the mission. Two past issues of *Issue-Gram*, NABE's newsletter, provide an indepth discussion on group decision-making. See Appendix 5-18 on p.161 and Appendix 5-19 on page 166. Other resources not included in the Appendices are "What is Our Business (Mission)?" and "Testing and Affirming the Mission of Our Schools" found in the Summer/Fall 1996 *Issue-Gram* available through NCEA.

Responsibility to the Mission

How does the board ensure that the mission is lived out? One factor is the bottom line figure on the budget sheet. Because fiscal solvency is necessary if students are to have resources for learning, budgetary concerns need to be related to mission. The board's responsibility is to agree on a budget and to require the administrator not to exceed it. However, it is not the board's responsibility to monitor every expenditure; rather the board is to provide guidelines so that resources will be used wisely to affect all aspects of the mission.

Integral to the school's mission is Catholic social teaching. Sister Joan Hart, SSND, provides information found in Appendix 5-20 on page 171 for boards to bring to the mission discussion.

10. Effective boards train new members and annual in-service for all members

Responsibility for Board Development

Yellow school buses transverse our roads and highways in the early mornings and afternoons for at least 180 days of the year. These vehicles play a significant role in the development of education. Just as officials who manage, operate and supervise these fleets charged with safely transporting precious cargo have a tremendous responsibility so do board members. What skills are required of board members who drive the ideological buses of our schools or catechetical programs? These governing bodies, like student transportation officials, play a significant role in Catholic education.

These boards/commissions have the responsibility to ensure that the mission of the school, or educational programs are lived-out, and the needs of students enrolled are met. Boards are more important than ever because they bring parents, parishioners and community together to see that Catholic education improves. Therefore, the quality of their training should be consistent with their responsibilities. In-service programs motivate and prepare members to make informed decisions.

Prospective Member In-Service

What are effective prospective member in-services programs? Some administrators require prospective members to attend board meetings to acquire a first-hand look at the activities and the responsibilities of the board, the involvement of the members, the effectiveness of the board's work, the administrator's leadership, and the relationship of board and administrator.

In the Archdiocese of Louisville, those considering service on a board are required to attend a session that gives an overview of governance and the expectations of board members. Following the session, those who attend indicate their willingness to be nominated.

Committees also can serve as training grounds for prospective board members. At Georgetown Visitation High School in Washington, DC, service of non-board members on committees get acquainted with the role and mission of the board. Most importantly, they experience the time commitment and hard work expected. From these experiences, potential board members are identified.

Prospective Member In-Service

Listed below are topics discussed by the administrator, veteran board member or consultant with the prospective member during an in-service program:

- Definition of Catholic education board/commission/council
- Role of the board in the Catholic church
- Responsibilities and jobs of the board
- Catholic characteristics of the school/catechetical program/educational programs
- Difference between a Catholic board and a public school board
- Ethics of the board
- Expectations: specific skills or connections; commitment to diocese/parish/school/catechetical program and its cause; commitment to improvement; availability of time; and willingness to work/roll up sleeves
- Information about the diocese/parish/school/religious community who owns, sponsors or operate it

Newcomer In-Service

Orientation is necessary if the new member is to feel part of the team. Team spirit is fundamental to an effective and productive board. This in-service can take several forms.

One method that is extremely helpful in introducing the newcomer to the team is to assign a mentor. The mentor welcomes the "new kid on the block" and informally familiarizes him/her with the board. The mentor highlights the board's past achievements, members' background, and current projects. At another time, the mentor and newcomer can talk about materials sent by the administrator.

At St. Vincent Pallotti High School in Laurel, Maryland, a new board member is sent a copy of the board member handbook which is followed by phone conversations with an assigned mentor. This usually details information about the powers of the board and the board's relationship to the Pallotine Sisters who are the owners of the school. The mentors are encouraged to continue these conversations for at least the new members' first year on the board. In this way, new members have an opportunity to discuss reactions and concerns as well as to get clarification on issues, ask questions, and prepare for the next meeting. At the same time, the mentor will get to know the member's interests, talents and experience and possibly match these with a board project or assignment.

Below is a list of information to be presented during newcomer in-service sessions:

- First-hand information about the organization and the mission of the diocese/parish/school
- Constitution and bylaws
- Policies, regulations, and publications
- Board handbook
- Meeting dates, and times for board meetings
- Board members' directory *(names and phone numbers of board members)*
- General explanation of the board's role and responsibilities
- Achievements highlighting annual reports and the board's plan
- Current projects highlighting plan
- Challenges and recurring issues
- Relationships with key groups and persons

- New member profile sheet (What the new members will bring to the board – members are asked to fill out a profile sheet that lists other boards served on, community involvement, relationship to the school, parish, diocese, graduate of the school, children enrolled, grandchildren attending.)
- Meeting structure
- Member preparation for the meeting
- Schedule of tour of the parish/school/diocesan office (Visitation High School holds a Board Day on campus for board newcomers. Newcomers are welcome to come on campus from 10:00 to 2:00. They sign up for a student tour, lunch, classes, and special seminars.)
- Institution's history and key programs
- Schedule of meetings with key people

In preparation for their initial in-service, it is suggested that new members read this book or *Building Better Boards* and view the *Building Better Boards* video tape. This will be excellent preparation for the in-service since the new members will be presented at the meeting with specific applications of the information found in these resources.

Another recommended in-service preparation for all new comers is to visit the school. A new board member's education includes an invitation to walk in the footsteps of students and staff whom the board serves. This includes a tour of the parish, school or diocesan office to experience the operation and to meet key people. In addition, the newcomer can hear short presentations about the institution's history and programs.

When and where should the newcomer in-service take place and who should conduct it? One or two board members and the administrator would meet the newcomer/s in a comfortable setting to present the materials. The topics would be the same as those listed above, but the environment would be more relaxed. This may help the newcomer to ask more questions and to interact with the presenters more.

Veteran or Ongoing In-Service

The board must be committed to growth – professional board member growth. If not, their function becomes perfunctory and their influence minimal. Board members are expected to commit to growth in their own professions. Likewise, as board members they must make a personal commitment to know and understand responsibilities and to acquire the necessary skills. The list of in-service programs can be determined through a board survey of its perceived needs.

An example of an in-service model that benefited veteran board members was an annual board retreats. A private high school board in New Jersey, during an annual board retreat, designed a 1-3 year plan for the board. The members identified the board's and school's strengths, weaknesses, opportunities and threats. One of the weaknesses impacting the board and school was lack of a school-wide plan. The board determined that it needed more information and professional assistance to undertake a strategic planning process. This required them to learn about the pros and cons of models, effectiveness of consultants versus do-it yourself approaches. They designated several meetings to take Strategic Planning 101 through graduate level courses! The board had identified its need for in-service through their planning process.

The use of 15 minute in-service "bytes" and "beyond" is another approach to veteran member on-going education. The Mecklenburg regional board in the Diocese of Charlotte conducts short in-services as part of their regular meeting. In this way, members learn about and discuss topics and issues that are important to their board work.

Another form of continual board development is the administrator's individual cultivation of members. Board member cultivation has a statistically significant impact on the

effectiveness of the board according to the research done by Kathleen Fletcher and M. Golensky.(14) The time the administrator gives to relating to individuals provides opportunities for teaching and learning on many levels. For example, the administrator calls several members working on soliciting donors for a project. This call is an opportunity not only to get a progress report on the project, but to get to know more about one another. The administrator discovers more about the board members personal values as well as many untapped fund raising skills; the member acquires a better understanding of the administrator's goals and expectations of the educational program. According to Fletcher and Golensky, this type of cultivation creates an effective board because it builds trust. This same research also supports the fact that the administrator is crucial to the success and effectiveness of the board.(15)

Nurturing the board's spirituality is integral to their educational program. According to Sister Mary Bennet McKinney, OSB, board members need to integrate into their lives the belief that "all need to reflect on the spirituality that flows from and nourishes life in the Spirit. Our God is a personal God. A God who walks the daily journey with us." Appendices 5-18 and 5-19 on pages 161-170 contain articles written by Sister McKinney. These are excellent resources to use with your board to assist with their spiritual development.

Catholic school boards should continually acquaint themselves with significant church statements on Catholic education and social justice. Appendix 5-20 on page 171 presents a brief summary of significant statements impacting the church's educational ministry including the work of the board. Activities could include identifying in the school's philosophy or mission statement specific influences of church documents.

In-Service Checklist

The in-service checklist for prospective, newcomers and on-going in-service is found in Appendix 5-21 on page 175. It serves as a guide for in-service topics. Once the members present their complied list, the administrator working with the chairperson puts together a year-long program reflective of the board's needed knowledge, responsibilities, skills and behavior. The plan is then presented to the board for reaction, and input.

Only knowledgeable and informed board members can provide the direction necessary for the successful education program. Therefore, a board policy supporting in-service education is needed as well as the designation of funds to support the in-service. These funds should be included as a regular item in the annual budget.

In addition, funding should be available to send a representative/s of the board to attend national, state, and diocesan workshops. Those attending share the information received with the total board. It is at these meetings that members have access to specialty training such as the role of the chairperson, Catholic schools/church finances, development for church organizations/schools/non-profits/private education, technology, legislative issues for private schools/Catholic schools. The administrator is the one who should encourage and arrange for members to attend.

11. Effective boards' main achievements are in the areas of development/ fundraising, budget/financial stability, long range planning, marketing/public relations/recruitment and plant upgrade

Annually at the NCEA convention, the National Association of Boards of Catholic Education recognize outstanding boards, commissions and councils. These award winning boards provide case studies of successful boards working in the areas identified through research, namely, development/fund raising, budget/financial stability, long-range planning, marketing/public relations/recruitment and plant upgrade. These outstanding boards provide benchmarks for other boards so that they can match or surpass them to create new standards for others to replicate.

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Development/Fund-raising:

1995 NABE awardee

Villa Maria Academy Board of Trustees

The board has helped this urban, elementary school owned by the Congregation de Notre Dame achieve effective parent and alumni participation in the life of the school. This board works collaboratively through five standing committees. The personnel and policy committee worked as the bargaining agent with the faculty on the revised agreement of employment for the implementation of the salary scale and benefit package. The finance committee has worked to set the yearly budget, the salary scale, benefits tuition and the approval of any regular and extraordinary expenditures during the year. The development committee is very active working with alumnae and publishes an alumnae newsletter. The curriculum and finance committees collaborated to add a pre-school two years ago. The board communicates with parents in the school newsletter in the column "The Board Speaks." New projects for the board include work on a five-year financial projection with enrollment trends as reflected in the demographics of the Bronx. The board strives to keep tuition affordable.

Budget/Financial Stability

1994 NABE awardee

St. Edward-Epiphany Board of Directors, Richmond, Virginia

Although only three years old, St.Edward-Epiphany is a regional board effectively serving three parishes in Richmond. It consists of several committees: finance, development, building and grounds, public relations, transportation and long-range planning. The transportation committee operates a bus fleet of four routes with six buses. Due to the leadership of the financial committee, the St. Edward-Epiphany School is one of the most fiscally sound regional schools in the diocese. The board secured an energy grant in the amount of $56,000. The board also conducts outreach not only to the parish communities which it serves, but to the greater community as well. The board has developed and implemented a program for parental involvement that has increased the self-esteem of all who have taken part. Enrollment has increased and school finances have become more stable.

Long-Range Planning

1997 NABE awardee

St. Anne's School Commission, Seattle, Washington

In September 1994, St. Anne's School Commission embarked upon a two-year process of developing a strategic five-year plan. What began as a search for direction in a school that was struggling to reestablish financial security and academic excellence ended in a celebration of its 73-year history. The planning process brought parishioners, parents, alumni, faculty, and staff together to solidify and reaffirm St. Anne's School as a high priority ministry of the parish. The finished plan has been a road map guiding the school toward a sustainable level of educational quality and a position of long-term financial stability. Curricular programs have been added, and a budget that showed a shortfall four years ago now boasts a reserve fund. Communication among constituencies has matched any time in local memory, and there is a renewed enthusiasm for the school. None of this would have been possible without the strong and steady commitment of the St. Anne's School Commission to envision the wisdom of beginning this five-year plan and seeing it through to fruition.

Marketing/Public Relations/Recruitment

1995 NABE awardee

St. John School Commission, Seattle, Washington

The St. John School Commission is effective because of its willingness to work collaboratively with the school, the commission members, the parish, the principal and the pastor. The students of St. John's Elementary School are the beneficiaries.

The commission collaborates with the other ministry areas of the parish and this has lead to the successful implementation of shared decision-making. This commission is pro-active in its work as it generates models and information for many other commissions/boards/councils in it archdiocese and nationally. St. John's commission shares its successes as a consultant for other boards in Seattle, at the Seattle Diocesan Convocation, and at the NCEA Conventions. St. John's School Commission has worked to share all it has to offer to many students with the implementation of a fair share tuition plan which has generated extra revenue and students. St. John's has grown from 256 to 426 students. The fair share tuition plan asks families to pledge their maximum in terms of time, talent and treasure toward the education of their children. This has enabled many more parish children to attend St. John's.

The commission developed a budget process to keep salaries progressing and for funding of needed teaching tools especially in the area of technology. Dan Sherman, St. John's principal, notes that the "pastor and principal can do all they want but it is for naught without that sense of shared decision making which only comes with a healthy relationship to the board."

Plant Upgrades

1995 NABE awardee

Bishop Garrigan School Board, Algona, Iowa

The Bishop Garrigan School Board serves Garrigan High School and Seton Grade School in Kossuth County, Iowa, providing Catholic value-centered education. This school board has facilitated the important transition from a separate, but related, grade and high school program to a well-integrated pre-K through 12 system with a single board, a five member administrative team, a single budget and policies for the entire program.

The board provided leadership and support through a critical period of financial instability. Due to a sagging farm economy and rising educational costs, the Bishop Garrigan system needed to evaluate and revitalize its financial support structure. Parish support was stabilized with the agreements about equitable financial obligations to the program by the five member parishes. The board worked to fund tuition assistance equitably in all five parishes and by December, 1994, the financial report revealed the best financial condition of the system in five years.

The board members have been trend setters in volunteerism as they have worked to remove the high school's two original boilers to prepare for the replacement units, renovated the outdoor athletic facilities and chaired the fund-raising spring gala. Major improvements have been made such as the expansion of the grade school with a middle school building, complete with a gym and central office complex. The board has worked to improve the fine arts areas of the building, provide a new board room and create a new computer center, which will allow the school to expand into Iowa's growing fiber optic network.

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Summary

This chapter presented ideas and "how-tos" related to the 11 benchmarks of effective boards at the elementary and secondary levels. It is the hope that boards, commissions and councils can emulate these qualities to equal effective boards, or better yet, surpass them to create a new level of excellence. Therefore, we presume that new benchmarks for elementary and secondary schools are in the making among the readers of this book and specifically this chapter.

Notes

1. *The American Heritage Dictionary of the English Language* (Boston, Houghton Mifflin Company, 1992) 172.

2. J. Naisbitt and P. Aburdene, *Megatrends 2000: Ten New Directions for the 1990's* (New York, William Morrow and Company, Inc., 1990) 298.

3. J. W. Gardner, *On Leadership* (New York, The Free Press, 1990).

4. L. A. Thompson and J. A. Flynn, *Effective Funding of Catholic Schools* (Kansas City, Sheed & Ward, 1988).

5. "Boards talk to Boards," NCEA *Notes* (Washington, DC, National Catholic Educational Association, May, 1995) 12.

6. L. Sheehan, RSM, Ed.D., *Building Better Boards* (Washington, DC, National Catholic Educational Association, 1990) 15.

7. "A Board Planning Retreat: Setting Time Aside to Set a Direction," *Issue-Gram* (Washington, DC, National Catholic Educational Association, Fall, 1991) 1-4.

8. J. Wincek, CSJ and C. O'Malley, CSJ, *Taking Hold of the Future: The ABC's of Strategic Planning* (Washington, DC, National Catholic Educational Association, 1995).

9. E. C. Hirzy, *Nonprofit Board Committees* (Washington, DC, National Center for Nonprofit Boards, 1993) 9.

10. "Secrets of Success: Out of the Bag and Into the Board Room," *Issue-Gram* (Washington, DC, National Catholic Educational Association, Fall/Winter, 1992) 1-2.

11. J. L. Fitzpatrick, *The Board's Role in Public Relations and Communications* (Washington, DC, National Center for Nonprofit Boards, 1992).

12. *Issue-Gram*, 2.

13. J. Carver, *Boards That Make a Difference* (San Francisco, Jossey-Bass, 1990).

14. K. Fletcher and M. Golensky, "Under the Lens: Research into Nonprofit Governance," audio tape, (Washington, DC, National Center for Nonprofit Boards National Leadership Forum, 1994).

15. Ibid.

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6

Benchmarks of Excellence and Practical Applications for Diocesan Boards

Members find satisfaction when they realize that their contribution of time and talents has impacted the life of Catholic schools.

Introduction

Chapter 5 concerns itself with elementary and secondary local boards. In this chapter, the characteristics of effective diocesan boards, councils and commissions are discussed, along with practical applications and tips for emulating their successes.

As you progress through this chapter, you will discover overlapping characteristics of diocesan and local boards. Therefore, in the overlapping areas, the best practices of local boards presented in Chapter 5 can apply also to diocesan boards. For that reason, the information in Chapter 5 is very helpful for diocesan boards. Additional characteristics that relate specifically to diocesan board responsibilities are presented in this chapter.

Types of Diocesan boards

As these characteristics are presented, keep in mind the three types of diocesan boards.

- Board which deals exclusively with a school or religious education program
- Board with responsibility for both religious education and schools
- Total education board which oversees several educational programs in a diocese, e.g., the St. Cloud diocesan educational council in Minneapolis, is concerned with schools, religious education, youth ministry and adult education. The council advises the director of total education and the Catholic education ministries consultants who direct programs for religious education, media/computer, ministry formation for persons with disabilities, schools and formation of youth. (Appendices 6-22 (p.178), 6-23 (p.179), 6-24 (p.188) and 6-25 (p. 201) are samples of these types of constitutions for diocesan boards.)

Characteristics of Effective Diocesan Boards

1. Take ownership of issues under their jurisdiction
2. Have active committees
3. Have productive meetings
4. Communicate with key groups in the diocese
5. Develop goals for themselves
6. Have periodic assessments in light of their goals
7. Are involved with areas involving expansion/closing of programs, planning, finance/budget management, curriculum and development/funding/marketing

1. Effective Diocesan Boards Take Ownership of Issues under Their Jurisdiction.

Like local boards, diocesan boards are effective because they take a great deal of ownership of issues or responsibilities under their authority. This will happen when ownership and responsibilities are very clear. To clearly delineating the board's responsibilities, a constitution should include a preamble that summarizes the board's over-all duties. The following is a sample of a preamble from a diocesan board in the East:

> The Diocese of Buffalo actively seeks to fulfill its mission from God through its educational apostolate. For this reason, the bishop, as the person ultimately responsible for the total education of the Catholic community in the Diocese of Buffalo, establishes a Board of Catholic Education. The challenge for the board lies in its ability to provide leadership through its vision and expertise, as it seeks to strengthen and improve the Catholic schools and religious education programs of the diocese. The Board of Catholic Education will play an important role in furthering public support for Catholic education by enhancing the belief that students, who are participating in Catholic education programs, receive excellent instruction, as they are prepared for satisfying, productive and meaningful lives.
>
> Given these expectations, the board will effect necessary changes through a collegial process which will permit those, who are related to the educational apostolate, to have opportunities to adequately express their ideas and concerns about Catholic education.

This preamble states up front that the board is to provide vision and leadership, gather public support, and ensure the quality of education for the students enrolled in the schools and the catechetical programs in the diocese. Positioned in this way, the board is expected to assume leadership for Catholic education in the diocese. This is unlike some boards that wait for the administrator to provide the leadership.

Manifestation of Ownership

Effective diocesan boards take a great deal of ownership of issues delegated to them under the form of jurisdiction which constitutes the nature of that board. How does a diocesan board assume ownership? Ownership characteristics can be fostered in several ways:

- Diocesan board members ascertain that they are stakeholders when they see a connection between their involvement on the board and long-range positive effects on the quality of Catholic schools and catechetical programs and youth diocesan-wide. For example: Can a parish representative on the board see his/her investment of time and talent contributing to an increase of service to children and youth? Does a parent or guardian see his/her vision incorporated in the diocesan plan of "more" Catholic elementary and secondary schools? Does the board's financial management procedures and policies respond to the clergy representatives' concerns? Are educators' and administrators' needs considered when salary scales and benefits are determined?
- Members are involved in crafting and affirming the school's and/or catechetical program's philosophy and mission.
- Members assume leadership for diocesan-wide strategic planning as well as the planning for the work of the diocesan board.
- Through consensus, members have opportunities to explain their backing or opposition along with their reasons: Are the members' input reflected in the results? Through committee work, do members have opportunities to resolve their issues and concerns?
- Members are acknowledged for their contributions and their leadership. Are they given leadership roles? Do they share the dais with diocesan officials? You may want to assess your board's ownership of their responsibilities using these questions. If so, Appendix 5-6 on page 97 provides a sample form.

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Authority

Another issue related to discussion of the board's sense of ownership concerns the level of authority given to the board. The National Association of Boards of Catholic Education (NABE) survey determined that 54 percent of diocesan boards are considered advisory and 32 percent are considered consultative while nine percent are identified as boards of limited jurisdiction.

Consultative Boards

Even though the majority of boards which responded to the survey reported having advisory boards and a small number reported having boards of limited jurisdiction, this discussion will focus on consultative boards.

Consultative boards have specific areas in which they must be consulted before the person with the final authority does anything. Conversely, the board can not make final decisions in these areas without the approval of that person. For example, a midwestern diocesan board adapted a self-study assessment that would be required for the elementary and secondary schools. The quality of education and planning were placed under the jurisdiction of the board, so this decision falls under its umbrella. Approval of the bishop is needed before the decision is implemented and enforced.

Consensus

"If the bishop recognizes the diocesan board as one of his consultative bodies, he should not act against their advice, unless he has a prevailing reason."[1] James Provost in *Code, Community, Ministry: Selected Studies for the Parish Minister* reminds administrators and board members that the decisions of the board should not be presented for approval or veto, but should reflect consensus. He says, "...the Code of Canon Law clearly recommends consensus management as a decision-making style and process in the Church, allowing for discretion on the part of the bishop or pastor, but recommending that consensus be achieved and that the administrator follow the consultation of appropriate bodies."[2]

Consensus also is an effective method for a board of limited jurisdiction to use to arrive at decisions. In areas reserved by the bishop, the board may chose to employ this decision-making style for recommendations it may wish to propose to the bishop. However, it is not always an applicable model. When dealing in the area of faith and morals consensus is not appropriate, while it may be for decisions involving the sale of property.

Sister Mary Benet McKinney, OSB offers two excellent resources for understanding and using consensus. Her articles in the 1995 and 1996 issues of *Issue-Gram* are study guides for gaining valuable insights into a prayerful, church-oriented approach to group decision making. These resources are found in the Appendices 5-18 and 5-19 on beginning on page 161 and 166.

Board Responsibilities

If the board is to exercise ownership of responsibilities under its control, those duties must be clear. A diocesan board in the far West lists these as its responsibilities:

- Planning
- Policy development
- Development/marketing/public relations
- Finances including budgeting and financial management policies
- Expansion and closing of facilities/programs
- Selection of superintendent or diocesan director of religious education or secretary of education
- Public relations

- Development of local boards
- Evaluation of administrator's relationship to the board

Major curriculum changes, especially in the areas of education in human sexuality and religious education, are an important responsibility to add to this list.

Jurisdiction of Consultative Boards

The consultative board's structure spells out the board's control and makes it clear who has the final say. While some may say that this type of board is lacking real authority, others see consultative boards as working in a form of collegiality and sharing responsibility for quality Catholic schools and catechetical programs.

If diocesan consultative board members assume a great deal of ownership of those areas of responsibility delegated to them, they influence administrator/and vice versa to achieve consensus and adopt decisions that both parties can share and live with.

An example of such taking of ownership is reflected in the actions of a diocesan board which influenced the bishop to expand the number of elementary and secondary Catholic schools in the diocese. Taking charge of planning and facility expansion, they gathered data, carefully analyzed it, examined demographics and prepared the proposal. With all the facts gathered, plans developed and alternatives suggested, the board met with the bishop and both parties agreed to build a new high school and to open a middle school in a vacated high school building.

2. Effective Diocesan Boards Have Actively Working Committees

Planning

A superintendent from the West, made a call to the NABE office to ask, "Now that the diocesan board has written the constitution and by-laws document and it has been approved by the bishop, what next? What do I do with the board?" Her inquiry lead to discussions about what other diocesan boards were doing and how they achieved an effective planning process for their diocesan boards.

Planning produces the goals, action steps and timelines that get the board focused, organized and operating. According to Stephen Covey in his book, *Daily Reflections for Highly Effective People*, "Effectiveness lies in what I call the P/PC Balance. P stands for production of desired results, the golden eggs. PC stands for production capability, the ability or asset that produces the golden eggs, the goose."(3) The board members, with plan in hand, produce the desired results outlined in the plan through committee work.

Using the SWOT planning processes found in Appendix 5-10, on page 126, diocesan boards set goals for themselves. These goals chart the work of the committees which in turn drives the board agenda and leads to productivity and effectiveness. The Richmond Diocesan Board of Education, a 1992 NABE award winner, adapted the SWOT process to create this planning process.

Diocesan Board Planning Process

(This process is recommended by the Richmond diocesan board.)

1. Establish criteria for meeting.
2. Establish "ground rules" for group participation.
3. Distribute several index cards to each participant for brainstorming activity.
4. Brainstorm for ideas. Ask individuals to write strengths of the educational program. Invite each person to share one strength. Record each idea noting duplications. Repeat the process to brainstorm for weaknesses and future directions.

5. Divide participants into small groups. Ask each group to identify three to five priority goals from the future directions list.

6. Invite small groups to report back to large group.

7. Facilitate people to identify three to five common goals.

8. Establish small groups to polish one goal statement. Develop objectives for that goal and design action plans for each objective.

9. Determine a timeline and identify who is responsible.

Committee Structures

There are different approaches for setting up committees to accomplish the plan. Some diocesan boards do not have standing committees. The committees are established as needed. For example in the Midwest, one diocesan board's constitution clearly states the composite, function and authority of the executive committee and says that the board may decide the other committees as they "deem advisable". In this situation, committees are established as needed to work on the goals set by the board.

The Archdiocesan Board of Education for Washington, DC, using a planning process, identified school areas that needed to be addressed. The following committees were established to work toward meeting those needs: budget and personnel, instruction , planning and development. Each committee crafted goals.

The following is an example of the planning and development committee's assigned goal and an accompanying strategy:

- Goal: Provide a focus for the Catholic schools office and archdiocesan schools to examine and support financial development.
- Strategy: Increase efforts of the Catholic school office and schools to establish partnerships with businesses and government entities and institutions of higher education.

Standing Committees

Other boards, like the 1996 NABE award winning board, the Diocese Board of St. Augustine, Florida, attributes its efficient organization to the work of five standing committees. Goals are set by the total board at a planning session and are assigned to appropriate standing committees or to ad hoc committees. These are the standing committees and their respective tasks.

- **Nominating Committee**
  Once a year, the committee prepares the slate of officers to be elected. In preparation, the board assigns the nominating committee to identify and recruit candidates.

- **Executive Committee**
  The board may name three or more of its members as an executive committee. The executive committee will have and may exercise the power of the board while the board is not in session. A majority of those named to the executive committee will constitute a quorum.

- **Finance Committee**
  The finance committee formulates policies and recommends them to the full board, recommends changes in financial procedures, monitors ongoing revenue and expenditures of the schools and prepares the annual school allocations for the diocesan finance council.

Public Relations Committee

The public relations committee publishes the board newsletter at least twice a year.

School Board Committee

The school board committee provides annual training for school boards and organizes annual cluster meetings.

Committee Goals

Who sets committee goals? There are two methods that work on a diocesan level. One approach involves the entire membership in setting the goals or blue print of action for the board's work. The other method delegates the goal setting to each committee. The first approach seems to be a better practice because the whole board is involved in the planning process and subsequently assumes more ownership. This is different from a model in which the board is "presented" with goals set in isolation by each committee that are given to the full board to integrate into a total plan. Below are tips for creating successful committees.

1. Assign goals decided by the full board.
2. Appoint a chairperson who will get the job done.
3. Assign members who have the talent to achieve the committee's work (extend committee membership to include non-board members if needed)
4. Require committees to submit a written report prior to each meeting of the board. See Appendix 5-12 on page 139 for a sample reporting form.

The diocesan board from Richmond, Virginia, offers these points to consider to create a productive board.

- Clear role definition of the board
- Effective planning process
- Achievable goals
- Goals assigned to committees
- Preparation of membership prior to each meeting
- Efficient utilization of agenda time
- Annual self-evaluation

3. Effective Diocesan Boards Have Productive Meetings

Productive board meetings

What factors make for productive board meetings? As was demonstrated above, committee work is a vital ingredient in productive board meetings. The work of committees accomplished between full board meetings drives the meeting agenda and leads to productivity. One board was amazed at the activities and accomplishments of the finance, education and development committees from one board meeting to the next. Through the work of these committees, the office of education's budget was prepared, a preliminary diocesan-wide technology plan developed, several get-acquainted breakfasts with the business communities were held in different locales in the diocese to cultivate support for Catholic education.

In addition to the expectations of committees, what is expected of the individual member as he/she serves on a committee and participates around the board table? The answers to this question are the same for diocesan board members as for local boards members. Therefore, refer to the section of board members responsibilities on pages 49-51 in Chapter 5.

4. Effective Diocesan Boards Communicate With Key Groups/in the Diocese

Communication

"Communication is something so simple and difficult that we can never put it in simple words."[4] In spite of T. S. Matthew's caution, this section examines the diocesan board's communication responsibilities.

Effective communication moves beyond the definition of the clear expression of oneself to an exchange of ideas with someone or a group. A painter takes a swatch of blue from the pallet and mixes it with a red blob. A new color is created – purple. Through dialogue, individual ideas and information are exchanged and are mixed to create an end product, a final decision or agreed upon action. If a diocesan board is to be effective, it must interact with key groups in the diocese to assist with shaping an idea and developing a potential plan. There are some key diocesan groups with whom it is important to dialogue.

- **Presbyterial council**
  The presbyterial council is composed of priests of the diocese. The bishop must consult with this group in specified areas, for example, the assessments/taxation of parishes."[5] Therefore, if the diocesan board was thinking of a diocesan-wide effort to establish and build an endowment for Catholic elementary and secondary schools, interaction with this council is paramount.

- **Finance council**
  The finance council is comprised of laity and clergy who have experience in financial matters and civil law. Pastors and administrators must make annual reports to the bishop who presents them to the council for consideration. A diocesan board in the process of strategizing to ensure just salaries for DREs, principals and staff may find this group to be collaborators in this effort. Through dialogue, both the board and the finance council could surface common strategies.

- **Administrators**
  Administrators of parish catechetical programs, directors of youth ministries and schools form another group with whom the board needs to interact. An effective diocesan board commits to exchange of viewpoints of all people, especially administrators, who are impacted by a decision. How will the board drafting a policy on sexual harassment dialogue with local administrators?

- **Local boards**
  Local boards relate to the diocesan board more frequently than other groups, either as a total board or through representation. They interact about proposed policies, marketing/development plans or training needs of local boards. Some diocesan boards attend local board meetings to support them and at the same time assess how well they function. Other diocesan boards organize and provide a day-long educational program for their local boards. An example is the program sponsored by the Archdiocese of Seattle Board of Education, the 1994 NABE award winner. A sample of their program is found in the Appendix 6-26 on page 207.

- **The Catholic community**
  The entire Catholic community of the diocese and the broader public, are the potential markets for gaining support for our Catholic school programs. The public relations committee plans for media coverage of the "good news" about Catholic education. The board planning process includes reaching out to these publics to gather their thinking and opinion. Diocesan events provide great moments for board members to engage individuals from these groups. Diocesan boards can assist bishops to launch new initiatives to secure financial assistance from both private and public sectors by carefully designing such events and creating a guest list from among which supporters can be drawn.

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- Government

  Government relations: in light of some public policy areas that currently affect students and parents (parents of Catholic school students and students in catechetical programs) the interaction with legislators is timely. These areas are identified by Brother John McGovern in the 1994 *Issue-Gram*, in which is found in Appendix 6-27 on pages 209 .

Diocesan boards are encouraged to identify the key groups with whom they must interact and to specify how they will communicate with them. The draft communication plan becomes material for board agenda, requiring dialogue and consensus before accepting a final plan.

The next two characteristics of effective diocesan boards relate to goals, periodic assessments and board evaluation. Since they are interrelated, they will be addressed together.

5. Effective Diocesan Boards Develop Goals

Goal Setting

Like local boards, diocesan boards are effective if they set goals for the work of the board. Rather than arriving at any port, boards use their goals to chart their course. The following examples of goals are those set by the diocesan board of Albany, New York at the time they were creating their board :

1. To develop a diocesan-wide master plan for elementary and secondary schools to insure the opportunity of Catholic school education in the Diocese of Albany
2. To develop a mission statement for the diocesan school board
3. To communicate with and educate others who are involved in Catholic schools about the mission, role and responsibilities of the diocesan school board
4. To educate the diocesan school board so that it could be able to in-service local boards

These goals of the Albany Diocesan Board are a good example because of the limited number of goals, achieveablity of each, clarity of the goal/direction and the potential impact of their outcomes. For example, the first goal which calls for diocesan-wide planning is ambitious but achievable and can significantly impact the future of the schools in the diocese.

For over 25 years the Archdiocese of San Francisco, California, board of education has provided invaluable leadership, service and commitment. The various board committees cooperate with one another to create initiatives and to accomplish important tasks. For example, every three years the finance and personnel committees work together to produce salary recommendations for approval by teachers, administrators and pastors. On a regular basis, the board reviews archdiocesan policies and procedures and assists with long-range planning for financing and development. The board is involved in the formation of local Catholic school boards in its own diocese as well as the neighboring diocese. Working with the school board of the Diocese of Oakland, it has sponsored a day-long event aimed at broadening the understanding and effectiveness of local boards.

6. Effective Diocesan Boards Evaluate Themselves in Light of their Goals

Goal Assessment

Goals should be assigned to committees and at each meeting progress reports presented to the full board. At mid-term, the full board refers back to these goals to evaluate progress and to determine needed adjustments, to re-chart the course or to forge ahead with the original strategies. At the end of the year, another assessment is made to evaluate the year's work.

7. Effective diocesan boards are involved

- Determining expansion/closing of programs
- Planning
- Managing finance/budget management
- Coordinating development/funding/marketing
- Evaluating curriculum

Effective diocesan boards are involved in local school/program finances, program expansions and closing and planning. They assist the diocesan leaders by providing vision, leadership and direction in these very crucial areas of Catholic education. Development/funding/marketing and curriculum are also areas of involvement but are not discussed in this section. Refer to p. 50 for curriculum and p. 60 for development/funding and marketing.

The following are examples of effective board actions:

A. Expansion or Closing

Effective diocesan boards are involved in decisions regarding expansion and/or closing of facilities. Randomly checked, the constitutions and by-laws of diocesan boards do not list this under the board's responsibilities. Hopefully, the NABE research and this publication will change this.

- **Rationale**

  Why should involvement in decisions related to school facilities be one of the main responsibilities of the board? The closing and opening of schools and programs should not depend on personalities. Instead, the future of religious education whether in a Catholic school or catechetical program requires careful planning that involves the coordination of education programs under its jurisdiction. The board is entrusted with the "whole picture" of its programs. That picture includes guidelines for effective operations, requirements of financial management and decisions and standards for quality programs. Because of the boards role of providing direction and stability for its programs, it should make recommendations regarding closure, expansion or opening new facilities.

  For example, a parish requests approval of the diocesan board to open an early childhood center. The board reviews the program for age appropriateness of the curriculum including the religious education, the financial viability, the impact on neighboring parish centers, programs, etc. The proposal was approved by the board and sent to the appropriate authority for implementation.

- **Forecasting Trouble**

  An archdiocese in the East, developed "red flags" to assist local schools and the diocesan board to forecast trouble. Rather than administrators or boards arriving at a diocesan board meeting to announce the closing of the school's doors, these flags would send signals in time for intervention. Given enough lead time, the diocesan board working in concert with diocesan officials and the local board and administrators, could design and implement strategies to keep the doors open. Sample "red flags" for identifying a school in trouble are found in Appendix 6-28 on page 215.

- **Examples of Board Decisions Regarding Closings and Regionalizing**

  In an historic area in the East, a high school with its board considers adding the seventh- and eighth-grade. The diocesan boards sees the negative impact on the elementary feeder schools. Most of all, the proposed curriculum is not appropriate for the young adolescent. Therefore, the request was not accepted by the board.

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In one southern town, a school closed. The board worked with the parish to ensure that an efficient religious education program was in place to replace the school.

The Washington, DC, Archdiocesan Board of Education initiated a study to help Catholic schools in the center-city fulfill their mission in the face of enormous challenges: ongoing need for development of academics and leadership, along with issues related to resources, facilities, single-parent families, demographics and multicultural populations.

Sixteen Catholic center-city schools serve a population that is entirely minority, and largely non-Catholic. Many of these students are poor, and many are from single-parent families.

Based upon the task force's work, the archdiocese has initated a plan that will give center-city schools new support services and resources: business partnerships; professional development services for teachers and administrators; remedial reading, resources and counseling support; facilities enhancement; science and technology programs; service to the Latino community; and financial management.

Because of this type of leadership, the Washington, DC, Archdiocese Board of Education received the 1997 NABE award for its leadership in ensuring Catholic education.

Two schools in a midwestern city, merged instead of both schools vying for the same enrollment and the same development dollars. This consolidation was orchestrated by the diocesan board working with a local board representative of both schools. Today a strong quality Catholic school with two campuses exits.

- **Example of the Board's Role in Opening a School**
  The Diocese of Trenton's Educational Advisory Council, one of the 1997 NABE awardees, was involved in the beginning of a new area school. The council reviewed site plans, construction costs, and surveyed the families of four parishes. A regional Catholic school is opening as a result.

- **Availability of Programs:**
  The prologue and epilogue of the National Congress on Catholic Schools for the 21st Century give clear directions to diocesan boards to expand schools with these words:

  > We commit ourselves to continue to tell the story of Catholic schools proudly and loudly. We also commit ourselves to work together to strengthen and expand the network of Catholic schools in this nation.
  >
  > We dream of a future in which many new Catholic schools are built, a future in which there are places in Catholic schools for the children of all Catholic families, wherever they live, whatever their income and whatever special needs and gifts their children may have. (6)

  This can become a reality if a significant endowment program is established and the entire Catholic community substantially supports it.

- ***National Catechetical Directory***
  Like the National Congress directional statements, The *National Catechetical Directory* (NCD) provides a blueprint for action for Catholic education and catechesis. For example, the NCD encourages the professional development of catechists. In response to this direction the Indianapolis Archdiocesan Education Commission provides grants and loans to individual catechists, Catholic school teachers and educational administrators. Individuals use grants and loans to further their education in theology or religious studies.

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B. Planning

Like effective local boards, effective diocesan boards are very involved in planning. Effective diocesan boards plan at two levels: for the work of the board itself and for the programs diocesan-wide. Diocesan boards set aside time to chart their course for the year, or perhaps two or three.

"Lucky breaks aren't just good luck and chieftains can't build strong tribes on weak foundations," said Attila the Hun. "Leaving the fate of the tribe to luck places the tribe on a weak foundation. Chieftains, therefore, develop plans and organize activities that strengthen their tribes. But doing so is never easy or cheap."[7]

SWOT Process

Using the SWOT process outlined for local boards on pages 48 and 49 of Chapter 5, a northeastern diocesan board invested time, talent and energy of its membership to craft and bring these goals to fruition:

1. To develop a mission for the diocesan school board.
2. To identify diocesan organizations and network with them.
3. To set up dialogue with local boards.
4. To develop a diocesan-wide master plan for elementary and secondary schools to insure the opportunity of Catholic school education in the diocese.

Goals were assigned to committees and were realized through the committees' efforts.

Local Cluster Input

The St. Augustine, Florida, Diocesan Board adds input from the grassroots to their planning process. Local board clusters gather periodically for input and in-service. During these cluster meetings, they are asked, What can the diocesan board do for the schools? From these surveys, a plan for diocesan board is developed. See Appendix 6-29 on page 216 for the agenda and sample survey.

Diocesan-Wide

For diocesan-wide planning, some boards do the work themselves while others contract with consultants to plan for schools/programs diocesan-wide.

The Portland, Oregon, Archdiocesan School Board received its 1992 NABE award for planning. The planning process began with the area planning committee, which consisted of local boards of education, parish pastoral councils, pastors and school principals. Each school board completed assessment forms and developed a five-year planning document for personnel, enrollment, financial planning, plant and facilities and curriculum.

Guidelines were followed in developing a summary report which identified major issues and trends affecting Catholic schools. From this information a long-range plan was developed.

Results

Some of the successes that resulted from the planning are: $15 million in construction project completed in three high schools, development director employed, endowments in school established, enrollment increased and diocese tuition assistance increased.

Planning forms used by the archdiocesan board are found in the Appendix 6-30 on page 217.

C. Effective diocesan boards are involved in financial decisions and management

Diocesan boards are involved in financial decisions through such policies that require board signatures on checks, plan for the creation of capital maintenance reserves, assistance to each school in establishing an endowment and the institution of financial practices such as a standard chart of accounts and accounting practices.

- **Financial Management**

  In the area of financial management, diocesan boards monitor revenue and expenditures of programs and prepare annual program allocations for the diocesan finance council. A diocesan school board in the Southwest aids schools to plan and to fund capital improvements/expenditures. They are advocates for the local programs to get financial assistance from the diocese. The diocesan board is also the advocate for employees to receive "just" salaries and benefits.

- **Just Compensation**

  It is the role of the board to assist the local ordinary to live out the bishops' pastoral, *Economic Justice for All*. The pastoral's call for just compensation is repeated in the 1990 statement of the Catholic bishops of the United States, *In Support of Catholic Elementary and Secondary Schools*. The board should actively seek out financial support that will assist the local bishop to provide just compensation for those working in the diocese.

  Also included in the 1990 pastoral is the call from the bishops to provide Catholic school education to parents who desire to send their children. The statement reads, "Serious efforts will be made to ensure that Catholic schools are available for Catholic parents who wish to send their children to them."[18] This call bears serious financial implications requiring new initiatives that the board should help design with the bishop to assist him with resources to meet this goal.

  The *National Congress for Catholic Schools for the 21st Century* document provides diocesan boards responsible for schools with a blueprint for the future of Catholic schools."

  We challenge the entire Catholic community and others to:

  - Make a radical commitment to Catholic schools and generous investment in them.
  - Implement in every school just compensation plans for all Catholic school personnel.
  - Implement and evaluate comprehensive development programs at the local, diocesan and national levels.[19]

- **Diocesan Board Challenges**

  This platform for action, leads the diocesan board charged with Catholic schools' financial future to ask these questions:

  1. How will we secure new and available resources?
  2. How will we get the entire Catholic community to support Catholic schools?
  3. How do we apply the principles of social justice?
  4. How do we make Catholic schools available and financially accessible to Catholic families and to others who support the mission?

Diocesan boards charged with ensuring quality catechetical programs would ask these questions related to finances:

1. How do we adequately fund parish and diocesan catechetical programs?
2. How will we secure new and available resources?
3. How do we apply the principles of social justice to DREs' compensation?
4. How do we make catechetical programs available to Catholic families?
5. How do we reach those not served by catechetical programs?

- **Board Successes in Financial Planning**

  The recipients of the NABE award to Outstanding Boards of Catholic Education report successful financial initiatives that relate to some of these questions. The 1992 awardee, The Richmond Diocesan School Board implemented a teacher salary scale to ensure just compensation for educators. The 1993 awardee, the Diocese of Buffalo, New York, Board of Catholic Education conducted a major capital campaign to strengthen Catholic education. Another 1993 winner, the Diocese of Phoenix, Arizona, School Board helped bring high school budgets into the black and facilitated salary increases for the teachers and support staff.

  The Educational Advisory Council of the Diocese of Trenton, New Jersey, is developing allocation guidelines for the $10 million endowment fund. The investment from this fund provides scholarships, tuition assistance, start-up costs for capital projects, and opportunity grants. The opportunity grants allow teachers to apply for grants for innovative projects that will improve classroom instruction.

Summary

In this chapter, the characteristics of effective diocesan boards, councils and commissions have been discussed with tips to model the characteristics. How does your diocesan board measure up?

Notes

1. J. H. Provost, *Code, Community, Ministry: Selected Studies for the Parish Minister Introducing the Revised Code of Canon Law* (Washington, DC, Canon Law Society of America, 1982) 56.

2. Provost 56.

3. S. R. Covey, *Daily Reflections for Highly Effective People* (New York, Fireside, 1994) 22.

4. Dr. L. J. Peter, *Peter's Quotations* (New York, Bantam Books, 1977) 101.

5. Provost 56.

6. The National Congress on Catholic Schools for the 21st Century, *Catholic Schools for the 21st Century* (Washington, DC, National Catholic Educational Association, 1991).

7. W. Roberts, Ph.D., *Victory Secrets of Attila The Hun* (New York, Doubleday, 1993).

8. United States Catholic Bishops, *In Support of Catholic Elementary and Secondary Schools* (Washington, DC, United States Catholic Conference,1990).

9. Congress, *Catholic Schools for the 21st Century*.

Appendices

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NATIONAL ASSOCIATION OF BOARDS OF CATHOLIC EDUCATION

ARCH/DIOCESAN BOARD QUESTIONNAIRE

Please complete this questionnaire and return by June 1, 1993 to:
NCEA, Attn: Patty Myers-Kearns, 1077 30th Street, NW, Suite 100, Washington, DC 20007-3852
or FAX to (202) 333-6706.

ARCH/DIOCESE_____

1. Please check the box that applies to your position:

   a. ___ Superintendent of schools

   b. ___ Diocesan leader of religious education

   c. ___ Vicar/secretary/director of education

   d. ___ Other; fill in title_____

2. Does the arch/diocese have a diocesan school board or board of education?

   a. ___ Yes

   b. ___ No

3. As part of the governance structure of your diocese, do you have:

   a. ___ A board

   b. ___ A commission

   c. ___ A committee

   d. ___ Other:_____
   If you checked a-d, please go to Question 7.

   e. ___ None of the above.

4. Why do you not have any of these?

_____

_____

5. Is there an organized group that you consult or from whom you seek advice?

   a. ___ Yes, specify_____

   b. ___ No

6. How could NCEA assist you with initiating a governing group?

_____

_____

_____

_____

7. Which category best describes the group (board, commission, committee, etc.) you specified in Question 3?

   a. ___ Advisory (advises the bishop/diocesan leader on educational policies and other educational matters. The final word rests with the bishop or diocesan leader.)

   b. ___ Consultative (operates in the policy-making process by formulating and adapting policy but never enacting/passing policy. The person with the final say establishes those areas where the board is to be consulted.)

   c. ___ Limited Jurisdiction (has power limited to certain areas of educational concerns. It has final but not total jurisdiction.)

   d. Other; definition:_____

_____

_____

_____

_____

8. What is the name given to this group? (Example: board of education, total education board, commission, board, etc.)

_____

9. How long has this group been in existence?

a. ___ Less than one year

b. ___ One to four years

c. ___ Five to ten years

d. ___ Ten or more years

10. Is the board:

a. ___ Appointed by_____

b. ___ Elected by_____

c. ___ Selected by_____

d. ___ Combination of above. Explain:

_____

_____

11. Number of members

a. ___ Elected/selected members
lay ___ religious ___

b. ___ Ex-officio lay ___ religious ___

12. Elected/selected members of the board primarily represent. Check one.

a. ___ Geographical distribution

b. ___ Religious community representation

c. ___ Persons representing specific sub-groups in the arch/dioceses

d. ___ Other:_____

13. Who are members of your governing organization? Check as many as apply.

a. ___ Pastors

b. ___ Parents

c. ___ Representatives of the business community (i.e., lawyers, bankers, etc.)

d. ___ Educators

e. ___ Parishioners

f. ___ Other/s:_____

14. What is the length of a term of service for board members?

a. ___ One year

b. ___ Two years

c. ___ Three years

d. ___ Unspecified

e. ___ Other:_____

15. Can members be reelected to serve?

a. ___ Yes

b. ___ No

16. How often does the board meet?

a. ___ Monthly

b. ___ Quarterly

c. ___ Semi-annually

d. ___ Other:_____

17. If the board has committees, check all that apply.

a. ___ Finance

b. ___ Marketing

c. ___ Nominating

d. ___ Personnel

e. ___ Policy review

f. ___ Scholarship/financial aid

g. ___ Executive

h. ___ Other:_____

i. ___ No committees

18. What are the kinds of roles your board plays in the following areas and the extent of their involvement in each? Check as many as apply.

		Involved a great deal	Some	None
a. ___	Planning	___	___	___
b. ___	Finances/ budget managment	___	___	___
c. ___	Policy	___	___	___
d. ___	Selection/ appointment of administration	___	___	___
e. ___	Curriculum	___	___	___
f. ___	Development/ funding/ marketing	___	___	___
g. ___	Expansion/ closing of programs	___	___	___
h. ___	Nomination of new board members	___	___	___
i. ___	Legal matters	___	___	___
j. ___	Other,	___	___	___

specify _____

19. With what key groups does your board interact in your diocese?

a. ___ Presbyterial council

b. ___ Diocesan senate

c. ___ Religious communities

d. ___ Parish councils

e. ___ Religious education board

f. ___ Other, specify_____

20. How does your board communicate with the groups mentioned in Question 19?

a. ___ Newsletter

b. ___ Representative(s) on the board

c. ___ Other, specify_____

_____

21. In general, how would you rate the communication of the board with those groups in Question 19?

a. ___ Excellent

b. ___ Good

c. ___ Only fair

d. ___ Poor

22. With which persons does your board communicate? Check as many as apply.

a. ___ Pastors of parishes

b. ___ Principals

c. ___ Heads of parent associations

d. ___ Local boards (school, religious education, total education boards)

e. ___ Diocesan leaders

f. ___ Bishop

g. ___ Other, specify_____

_____

_____

23. Check the mode of communication used by the groups listed below	Membership on the board	Send minutes and other communication	Invite to meetings and functions sponsored by the board	Board attends meetings to give reports	Other
a. Pastors of parishes	☐	☐	☐	☐	☐
b. Principals	☐	☐	☐	☐	☐
c. Local boards (school, religious education, total education boards)	☐	☐	☐	☐	☐
d. Diocesan leaders	☐	☐	☐	☐	☐
e. Bishop	☐	☐	☐	☐	☐

If Other boxes are checked, specify _____

24. The board is accountable to:

a. ___ Bishop

b. ___ Superintendent/diocesan leader

c. ___ Both

24a. How is this accountability achieved?

_____

_____

_____

24b. Who appoints the chairperson/president of the board?

a. ___ Bishop

b. ___ Diocesan leader

c. ___ Elected; by whom? _____

25. Ownership is demonstrated by the board's involvement in setting goals, shaping the vision and philosophy, etc. In light of these examples but not limited to them, what degree of ownership does your board have?

a. ___ Great deal

b ___ Quite a lot

c. ___ Some

d. ___ Hardly any

e. ___ None. If none, please go to Question 27.

26. How does the board express ownership?

a. ___ Setting goals

b. ___ Shaping policy

c. ___ Benefitting members' work/profession/community

d. ___ Accepting members' ideas/input

27. How are board decisions made?

a. ___ Voting

b. ___ Consensus

c. ___ Other:_____

28. How well do the administrators (vicar, secretary, director, superintendent, bishop) work with the board?

a. ___ Very well

b. ___ Fairly well

c. ___ Not well at all

29. Who gave final approval to the board's constitution and by-laws?

a. ___ Bishop

b. ___ Other:_____

30. Is an agenda provided for each meeting?

a. ___ Yes

b. ___ No. If no, please go to Question 33.

31. How much in advance of the meeting is the agenda provided? _____

32. Who prepares the agenda?

a. ___ Diocesan leader

b. ___ Diocesan leader with the chair

c. ___ President of the board/chairperson

d. ___ Executive committee

e. ___ Other:_____

33. Are committee reports presented at board meetings?

a. ___ Yes

b. ___ No. If no, please go to Question 35.

34. Are they written or oral?

a. ___ Written

b. ___ Oral

35. Does the board develop goals for itself?

a. ___ Yes

b. ___ No. If no, please go to Question 39.

36. How often?

a. ___ Annually

b. ___ More than once a year

c. ___ Less than once a year

37. Does the board evaluate its performance in light of the goals set?

a. ___ Yes

b. ___ No

38. How effective are the committees in helping the board meet its goal?

a. ___ Very

b. ___ Fairly

c. ___ Not at all

39. What is provided for the spiritual development of board members?

a. ___ Prayer at board meetings

b. ___ Meditative reading and discussions

c. ___ Daylong retreats

d. ___ Other:_____

40. How often does the board receive assistance through training sessions?

a. ___ Annually

b. ___ Twice a year

c. ___ More often than twice a year

d. ___ Never. If never, please go to Question 46.

41. What topics are usually addressed at these training sessions?

_____

_____

_____

42. Who usually conducts the training sessions?

a. ___ Other board members

b. ___ Diocesan leaders

c. ___ Consultants

43. Is special training available for new board members?

a. ___ Yes

b. ___ No. If no, please go to Question 46.

44. By whom?

a. ___ Diocesan leaders

b. ___ Consultant

c. ___ Other:_____

45. Is there any board assessment or evaluation?

a. ___ Yes

b. ___ No

46. What do you regard as the board's main achievement in the last three years?

47. What factors lead to this achievement?

48. In your opinion, how effective is the board? Select a grade.

a. ___ A

b. ___ B

c. ___ C

d. ___ D

e. ___ F

49. What are the key factors that keep your board from being as effective as it could be?

50. Are your board meetings effective?

a. ___ Yes

b. ___ No

Comment: _____

51. Are NCEA materials/resources used by your board?

a. ___ Yes

b. ___ No

c. ___ Don't know

52. Is your board a member of the NCEA/National Association of Boards of Catholic Education?

a. ___ Yes

b. ___ No. If no, please go to Question 57.

53. How long have you/has your board been a member?

Number of years_____

54. Has this membership benefitted your board?

a. ___ A great deal

b. ___ Somewhat

c. ___ Hardly at all

d. ___ Not at all

55. In what ways has this membership not benefitted your board?

56. How could NABE better serve boards?

57. Why have you not joined?

National Association of Boards of Catholic Education

ELEMENTARY AND SECONDARY SCHOOL BOARD QUESTIONNAIRE

Please complete this questionnaire and return by **March 21, 1994** to:
NCEA, Attention: Patty Myers-Kearns, 1077 30th Street, NW, Suite 100, Washington, DC 20007-3852
or FAX to (202) 333-6706.

School _____

Address _____

City, State, Zip _____

1. Please check the box that applies to your school:

a. ___ Elementary

b. ___ Secondary

c. ___ Middle

d. ___ Other, specify _____

2. Please check the box that applies to your position:

a. ___ Pastor

b. ___ President of the school

c. ___ Principal

d. ___ Chairperson of school board, commission or committee

e. ___ Chairperson of total education board

f. ___ Other, specify _____

3. Which of the following best describes your school?

a. ___ Diocesan and/or regional

b. ___ Parish

c. ___ Independent Catholic school sponsored by religious community

e. ___ Independent Catholic school

f. ___ Other, specify _____

4. Does your diocese or other sponsoring body require you to have a local school board, commission or committee?

a. ___ Yes

b. ___ No

c. ___ Don't know

5. As part of the governance structure of your school, do you have:

a. ___ A board

b. ___ A commission

c. ___ Other, specify _____

d. ___ No board. Go on to question 54.

6. Which category best describes the governance you specified in question 5?

a ___ Advisory (advises the person(s) with the final say on educational matters.)

b. ___ Consultative (operates in the policy-making process by formulating and adapting policy but never enacting/passing policy. The person with the final say establishes those areas where the board is to be consulted. Decisions will not be made in these areas until the board has been consulted.)

c. ___ Limited Jurisdiction (has power limited to certain areas of educational concerns. It has final but not total jurisdiction.)

d. ___ Other, specify _____

_____

_____

_____

_____

7. What is the name given to this group? (ie. board of education, total education board, commission, board, etc.)

_____

8. The board is accountable to:

a. ___ Bishop

b. ___ Religious community

c. ___ Superintendent/diocesan leader

d. ___ Pastor

e. ___ Principal

f. ___ Ownership board.

g. ___ Other, specify _____

9.How is this accountability achieved?

_____

_____

_____

10. How long has this group been in existence?

a. ___ Less than one year

b. ___ One to four years

c. ___ Five to ten years

d. ___ Ten or more years

11. Is the board:

a. ___ Appointed by _____

b. ___ Elected by _____

c. ___ Selected. How? _____

d. ___ Combination of above. Explain:

_____

_____

_____

_____

12. Number of members

a. ___ Elected/selected/appointed members

lay ___ religious ___

b. ___ Ex-officio lay ___ religious ___

13. Who are members of your governing organization? Check as many as apply.

a. ___ Pastor/s

b. ___ Parents

c. ___ Representatives of the business community (ie. lawyers, bankers, etc.)

d. ___ Educators

e. ___ Parishioners

f. ___ Alumni

g. ___ Other/s:_____

14. What is the length of a term of service for board members?

a. ___ One year

b. ___ Two years

c. ___ Three years

d. ___ Unspecified

e. ___ Other, specify _____

15. Can members be reelected to serve?

a. ___ Yes

b. ___ No

16. How often does the board meet?

a. ___ Monthly

b. ___ Quarterly

c. ___ Semi-annually

d. ___ Other _____

17. If the board has committees, check all that apply.

	Standing	Ad hoc
a. ___ Finance	❑	❑
b. ___ Marketing	❑	❑
c. ___ Nominating of new board members	❑	❑
d. ___ Personnel	❑	❑
e. ___ Policy review	❑	❑
f. ___ Scholarship/financial aid	❑	❑
g. ___ Legal matters	❑	❑
h. ___ Executive	❑	❑

i. ___ Development ❑ ❑

j. ___ Facilities ❑ ❑

k. ___ Other:_____

_____

l. ___ No committees

18. What are the kinds of roles your board plays in the following areas and the extent of their involvement in each. Check as many as apply.

	Initiation	Review	Evaluation/ Accountability
a. ___ Mission/ philosophy	❑	❑	❑
b. ___ Planning	❑	❑	❑
c. ___ Budget	❑	❑	❑
d. ___ Policy	❑	❑	❑
e. ___ Selection/ appointment of administrator	❑	❑	❑
f. ___ Evaluation of chief administrator	❑	❑	❑
g. ___ Curriculum	❑	❑	❑
h. ___ Development	❑	❑	❑
i. ___ Funding	❑	❑	❑
j. ___ Marketing/ public relations	❑	❑	❑
k. ___ Expansion/closing of programs	❑	❑	❑
l. ___ Nomination of new board members	❑	❑	❑
m. ___ Legal matters	❑	❑	❑
n. ___ Enrollment	❑	❑	❑
o. ___ Recruitment	❑	❑	❑
p. ___ Maintenance of facilities	❑	❑	❑
q. ___ Other,	❑	❑	❑

specify _____

19. Which of the areas in question 18 receive the majority of board time? Indicate the top three.

#1 _____

#2 _____

#3 _____

20. How would you rate the communication of the board with the following groups?

	Excellent	Good	Only fair	Poor	No Contact with this group
a. Business community	❑	❑	❑	❑	❑
b. Parish/es	❑	❑	❑	❑	❑
c. Local community	❑	❑	❑	❑	❑
d. Parish/ pastoral council	❑	❑	❑	❑	❑
e. Religious education board	❑	❑	❑	❑	❑
f. Finance council	❑	❑	❑	❑	❑
g. Faculty	❑	❑	❑	❑	❑
h. Parents	❑	❑	❑	❑	❑
i. Students	❑	❑	❑	❑	❑
j. Diocesan education office	❑	❑	❑	❑	❑
k. Diocesan board of education	❑	❑	❑	❑	❑
l. Religious community	❑	❑	❑	❑	❑
m. Total education board	❑	❑	❑	❑	❑
n. Parent groups (ie. PTA, athletic boosters)	❑	❑	❑	❑	❑
o. Other,					

specify _____

21. How does your board communicate with the groups mentioned in Question 20?

a. ___ Newsletter

b. ___ Representative(s) on the board

c. ___ Sending members of the board to meetings

d. ___ Periodic formal presentations

e. ___ Other, specify _____

22. Check the people/groups your board communicates with and the mode of communication used:

	Membership on the board	Send minutes and other communi-cations	Invite to meetings and other functions sponsored by the board	Board attends meetings to give reports	Other	None
a. Pastor/s of parish/es	❑	❑	❑	❑	❑	❑
b. Principal/s	❑	❑	❑	❑	❑	❑
c. Head/s of parent organization	❑	❑	❑	❑	❑	❑
d. Director of religious education	❑	❑	❑	❑	❑	❑
e. Diocesan leaders	❑	❑	❑	❑	❑	❑
f. Business leaders	❑	❑	❑	❑	❑	❑

g. Other _____

_____

_____

23. How is the board chair/president named?

a. ___ Appointed

b. ___ Elected. By whom? _____
Go to Question 25.

24. Who appoints the chairperson/president of the board?

a. ___ Pastor

b. ___ Principal

c. ___ Religious community

d. ___ Diocesan leader/superintendent

25. Who selects the principal or director of the school?

a. ___ Diocesan leader

b. ___ Pastor

c. ___ Board and Pastor

d. ___ Board

26. Ownership is demonstrated by the board's involvement in setting goals, shaping the vision and philosophy, etc. In light of these examples but not limited to them, what degree of ownership does your board have?

a. ___ Great deal

b. ___ Quite a lot

c. ___ Some

d. ___ Hardly any

e. ___ None.

27. How are board decisions made?

a. ___ Voting on issues and decisions

b. ___ Consensus (general agreement)

c. ___ Other, specify _____

_____

28. Who gave final approval to the board's constitution and by-laws?

a. ___ Bishop

b. ___ Diocesan leader

c .___ Pastor

d. ___ Religious community

29. Is an agenda provided for each meeting?

a. ___ Yes

b. ___ No. Please go to Question 32.

30. How much in advance of the meeting is the agenda provided?

_____

31. Who prepares the agenda?

a. ___ Principal

b. ___ Principal with the chairperson

c. ___ President of the school with the chairperson

d. ___ Chairperson alone

e. ___ Executive committee of board

f. ___ Pastor and principal

g. ___ Pastor alone

h. ___ Chief school administrator, principal and president

i. ___ Other, specify _____

32. Are committee reports presented at board meetings?

a. ___ Yes

b. ___ No. Please go to Question 34.

33. Are they written, or oral?

a. ___ Written

b. ___ Oral

c. ___ Both

34. How effective are the committees in helping the board meet its goal?

a. ___ Very

b. ___ Fairly

c. ___ Not at all.

35. Does the board develop goals for itself?

a. ___ Yes

b. ___ No. Please go to Question 37.

36. How often?

a. ___ Annually

b. ___ More often than this

c. ___ Less often than this

37. Is there any board assessment or evaluation? If no, go to Question 39.

a. ___ Yes

b. ___ No

38. Does the board evaluate its performance in light of the goals set?

a. ___ Yes

b. ___ No

39. What is provided for the spiritual development of board members?

a. ___ Prayer at board meetings

b. ___ Liturgy in the course of a year

c. ___ Meditative reading and discussions

d. ___ Day long retreats

e. ___ Other _____

_____

40. How often does the board receive assistance through training sessions?

a. ___ Annually

b. ___ Twice a year

c. ___ More often than this

d. ___ Never. Please go to Question 45.

41. What topics are usually addressed at these training sessions?

a. ___ Roles and responsibilities

b. ___ Policy vs administration

c. ___ Relationship with significant groups or persons

d. ___ Other, specify _____

42. Who usually conducts the training sessions?

a. ___ Other board members

b. ___ Principal

c. ___ Consultants

d. ___ Diocesan leaders

43. Is special training available for new board members?

a. ___ Yes

b. ___ No. If no, please go to Question 45.

44. By whom?

a. ___ Principal

b. ___ Diocesan leaders

c. ___ Consultant

c. ___ Other:_____

45. What do you regard as the board's main achievement in the last three years?

_____

_____

_____

46. What factors lead to this achievement?

_____

_____

_____

47. In your opinion, how effective is the board? Select a grade.

a. ___ A

b. ___ B

c. ___ C

d. ___ D

e. ___ F

48. What are the key factors that prevent your board from being as effective as it could be?

_____

_____

_____

_____

49. Are your board meetings effective?

a. ___ Yes

b. ___ No

Comment:_____

_____

_____

_____

50. Are NCEA materials/resources used by your board?

a. ___ Yes

b. ___ No

c. ___ Don't know

51. Is your board a member of the NCEA/National Association of Boards of Catholic Education?

a. ___ Yes

b. ___ No. Please go to Question 54.

52. How long have you/has your board been a member?

Number of years_____

53. Has this membership benefitted your board?

a. ___ A great deal

b. ___ Somewhat

c. ___ Hardly at all

d. ___ Not at all

54. How could the National Association of Boards of Catholic Education (NABE) better serve boards?

_____

_____

_____

_____

55. Why have you not joined NABE?

a. ___ Too costly

b. ___ Don't know about NABE

c. ___ Not helpful

d. ___ Other: _____

_____

_____

_____

_____

Appendix 2-3

Methodology

Diocesan Boards

Sample

In May, 1993, the National Association of Boards of Catholic Education (NABE), a division of NCEA, sent a survey concerning diocesan educational boards to 300 superintendents, vicars of education and directors of education nationwide. George Gallup and his staff, in conjunction with the NABE advisory committee, designed the survey. The purpose of the survey was to discover the variety of boards that exist in dioceses across the country, including their characteristics, what they do, and the attributes and qualities of those that are the most successful.

From the initial mailing, 189 completed surveys were returned, representing responses from 152 dioceses. One hundred twenty dioceses returned one survey, 26 dioceses returned two surveys, and six dioceses returned three surveys. In November, 1993, phone calls to dioceses that did not respond to the initial questionnaire resulted in information for 27 additional dioceses, limited to the name of the diocese, whether it had a board and the board's name. Later, to gather corroborative information, surveys were sent to chairpersons of diocesan boards in selected dioceses, resulting in an additional 45 completed surveys.

Respondents

Superintendents completed most (60 percent) of the surveys returned from the initial mailing. The remainder were completed by vicars or secretaries of education (21 percent), diocesan religious education directors (15 percent), or other officials (4 percent), such as directors of planning, associate superintendents, or executive assistants to superintendents. Board chairpersons completed the supplementary surveys.

Local School Boards

Sample

In January, 1994, NABE sent a survey concerning governance boards to a sample of nearly 1400 elementary and secondary schools nationwide. From the initial mailing, 758 schools, approximately 55 percent of the schools sampled, returned a completed survey. An additional 48 surveys, 31 from the participants at the Principal's Academy during the summer of 1994 and 17 from a workshop in Texas, brought the final number of completed surveys to 806.

School Type

Completed surveys were received from 571 elementary schools and 196 secondary schools (see Table 22). In addition, 26 surveys came from PK-12 schools, 4 from junior high schools, 3 from middle schools and 3 from PK/K schools. Three surveys did not contain school identification.

School Type	Parish	Inter-Parish	Diocesan Regional	Private	Unknown	Total
Elementary	445	18	97	9	2	571
Middle	1		2			3
PK-12	6	4	7	8	1	26
Secondary	15	16	89	76		196
Junior High	1		3			4
PK/K				1	2	3
Unknown				1	2	3
Total	468	38	198	95	7	806

Table 22
Classification of Local School Boards Returning a Survey

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Based on the profile of Catholic schools nationally as reported by Brigham[1], diocesan, regional and interparish schools are slightly overrepresented in the sample, while parish and private schools are slightly underrepresented. For example, 20 percent of the elementary schools and 54 percent of the secondary schools in the sample are diocesan, regional or interparish schools, compared with the national figures of 13 percent for elementary schools and 48 percent for secondary schools. Parish schools account for 78 percent of the elementary schools in the sample, compared with 84 percent nationally. Private schools comprise 39 percent of the secondary schools in the sample, compared with 41 percent nationally.

Ninety-four percent of the schools indicated they had a board or some governance structure. Nationally, approximately 77 percent of Catholic schools have boards, as estimated from the data reported by Brigham (1994) in his annual statistical publication. So, the schools that completed a survey were somewhat more likely than those that did not return a survey to have boards or some governance structure.

Geographical Representativeness

The sample appears to be geographically representative of Catholic schools nationwide. After accounting for the higher likelihood of receiving a response from a school with a governing board, the relative proportion of schools with boards that returned a survey in each of NABE's geographic regions closely matches the national distribution. For example, the Mideast region, which has the lowest proportion of schools with boards nationally, just over 50 percent, also has the lowest proportion of schools with boards in this sample, 77 percent. The remaining proportions of schools with boards in the other regions range from 81 percent to 94 percent, while the remaining proportions in the sample range from 91 percent to over 98 percent.

Respondents

The vast majority of the surveys, 741 or 92 percent, were completed by principals. Thirty-eight surveys were completed by presidents of schools, three by pastors, six by board chairs, and 14 by others. Four surveys did not contain information concerning the compiler's position.

[1] F. H. Brigham (1994). *United States Catholic Elementary and Secondary Schools 1993-1994* Washington, DC: National Catholic Educational Association.

Board Member Profile Grid

Put an X in the appropriate column for each board member

Qualities	Board Members			
Makes decisions and takes risks				
Heightens motivation and confidence				
Shapes the vision and can be shaped				
Prevents indirect conflicts from blocking progress				
Achieves unity				
Creates or strengthens systems that will survive				
Assists in "rediscovery" of values				
Fosters renewal				
Senses where the enterprise is, is going, and must go				
Has appropriate contacts				
Is self-assured				
Other				
Other				

Appendix 5-4

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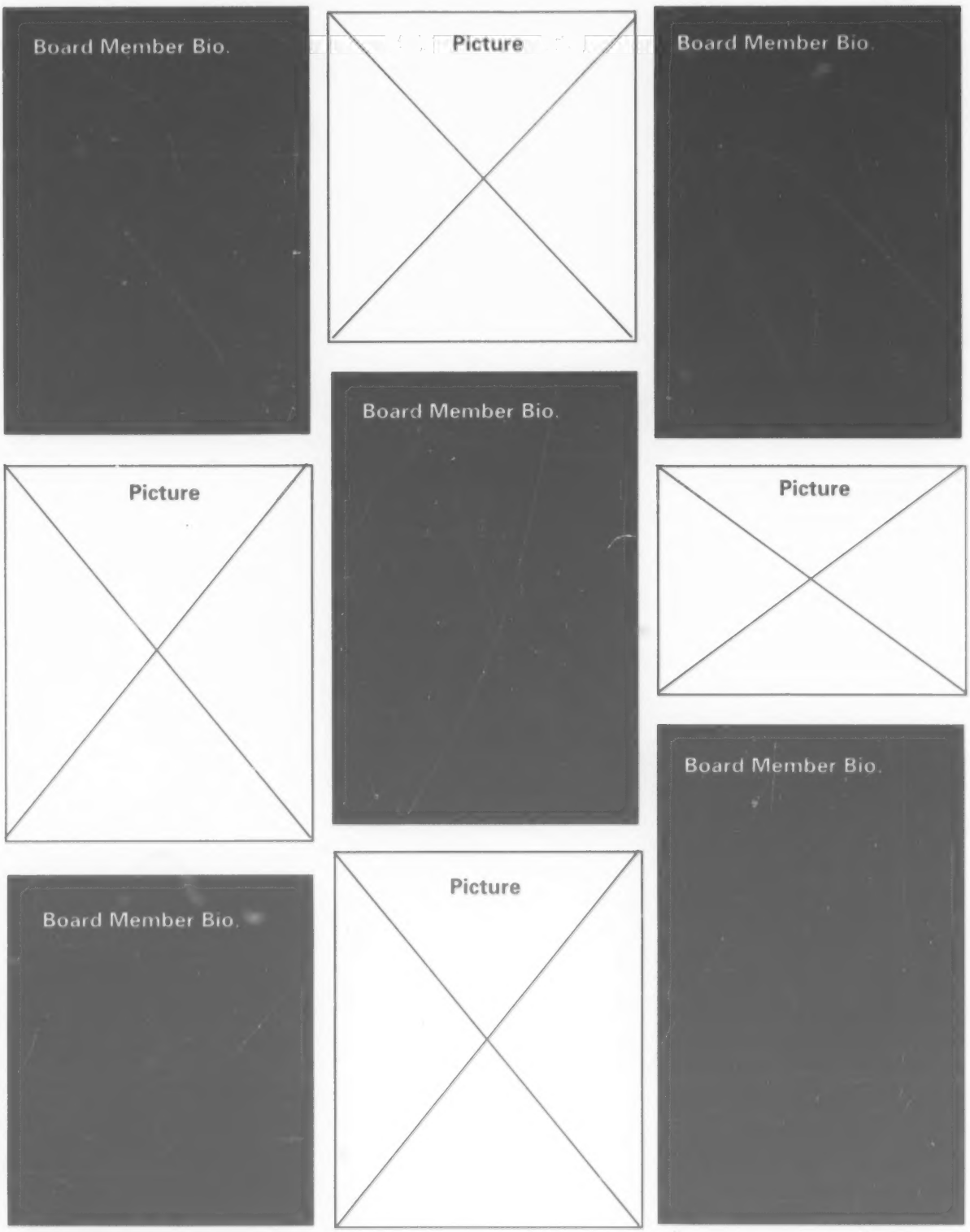
Appendix 5-5

New Board Member Profile Layout for Publication



Appendix 5-6

Board MemberOwnership Assessment

Ownership is the magic ingredient that keeps members coming to meetings and enthusiastic about their work. The following indicators may be used to ascertain the board's ownership. Set aside 20 minutes to assess your board's ownership and to discuss steps to improve it.

	Ownership **Low.....High** **1 2 3 4 5**	**Improvement Plan**
1 Are board members certain that they are shareholders? Can they see a connection between their involvement on the board and long-range positive effects on children and the community? Does the community representative see the school and/or parish open to needs such as literacy?		
2 Are members involved in crafting and affirming the program's philosophy or mission?		
3 Do members set the agenda of the board through long and short-range planning?		
4 Through consensus, do members have opportunities to articulate their support or non-support along with their reasons. Is their input reflected in the outcome? Through committee work, do members have opportunities to bring issues to resolution?		
5 Do members receive appropriate recognition and have significant roles in such activities as graduation or assemblies? Are they asked to represent the school, parish or diocese in the community?		
Other		
Other		

Appendix 5-7

BISHOP McNAMARA HIGH SCHOOL, INC.

FORESTVILLE, MARYLAND

BY-LAWS

ARTICLE I

PURPOSES

1.1 Purposes - The purposes for which the Corporation was formed are as follows:

a. To provide an organization for the operation of a school for teaching, study and training in all levels of education, primarily, but not limited to, students of high school age;

b. To establish, maintain and conduct a school and educational programs and, in connection therewith, to provide facilities for amusement, recreation, exercise, games, and educational and training facilities of all kinds, and to furnish such other services and facilities as may be necessary or convenient in the conduct of such business; and

c. To establish and conduct courses of study in literacy, social, scientific, religious, moral, cultural and other subjects.

ARTICLE II

MEMBERS

2.1 Number and Qualifications - The Corporation shall have not fewer than three (3) nor more than five (5) Members. No person may be appointed to serve as a Member unless he is a duly qualified acting member of the Provincial Council of the Eastern Province of the Brothers of Holy Cross.

2.2 Appointment - Members shall be appointed by, and may include, the Provincial of the Eastern Province of the Brothers of Holy Cross.

2.3 Term - Members shall serve until their successors shall be duly appointed, unless otherwise disqualified under these By-Laws.

2.4 Duties and Reserved Powers - The Members are responsible for seeing that Bishop McNamara High School ("the School") is a Catholic school and that the property is maintained for the Church. The Members are also responsible for seeing that the rights of the Congregation of Holy Cross with respect to the School are upheld.

The following powers of the Corporation are reserved solely to the Members:

a. Articulate a Mission Statement for the School.

b. Approve any sale, lease, or encumbrance of any property belonging to the Corporation.

c. Elect the members of the Board of Directors in accordance with these Bylaws and remove them with or without cause.

d. Amend the Corporation's Charter and Bylaws.

e. Appoint the Chief School Administrator.

f. Appoint Congregation of Holy Cross religious to the School staff.

g. Approve any merger of dissolution of the Corporation and designate the transferee of the assets of the Corporation in the event of dissolution.

h. Review operating budgets annually and approve all capital budgets and changes therein.

i. Appoint the auditors for the Corporation.

j. Approve the investment policy as set by the Board of Directors.

k. Approve closure or significant change in the nature of the School.

2.5 Annual Meeting - The annual meeting of the Members shall be in May of each year. Special meetings of the Members may be held whenever deemed necessary by the Provincial of the Brothers of Holy Cross, Eastern Province. All meetings of the Members shall be chaired by the Provincial or his designee.

2.6 Quorum - A majority of the Members of the Corporation shall constitute a quorum for the transaction of business.

ARTICLE III

BOARD OF DIRECTORS

3.1 Election - The Board of Directors shall be elected by the Members at the Members' annual meeting. A slate of nominees shall be recommended to the Members by the Nominating Committee of the Board of Directors.

3.2 **Number** - The Board of Directors shall consist of not fewer than twelve nor more than twenty members. The Chief School Administrator shall at all times serve as a non-voting, ex officio member of the Board of Directors. No person - clergy, religious of lay - who is assigned to or employed by the School may serve as a voting member of the Board.

The voting members of the Board shall include, but shall not be limited to the following:

1) An educational administrator;

2) No fewer than two (2) members of the clergy or religious orders;

3) One (1) representative of the Parents' Club of the School, as appointed by the executive board of the club;

4) Such other members who are knowledgeable of the goals and objectives of Catholic education and who are willing to serve the best interests of Bishop McNamara High School as a member of the Board of Directors.

3.3 **Terms** - The representatives of the Parents' Club shall serve on the Board of Directors for a one-year term. All other Directors shall be elected for three-year terms; they may serve for two consecutive three-year terms, and after an absence of one year, may be reelected.

3.4 **Powers** - Except for those powers which are reserved solely to the Members, the Board of Directors shall exercise all corporate powers and shall manage the affairs of the Corporation. The Board's powers include but are not limited to the following:

a. To approve the objectives of the School in light of the Mission Statement of the School.

b. To propose changes in School philosophy or the Mission Statement.

c. To select and determine policies which shall guide the administrative staff in working toward these established objectives (mentioned in a. above).

d. To evaluate the effectiveness of the Board of Directors' policy decisions in achieving the objectives of the School.

e. To set salary schedules, benefit packages, tuition, fees, financial assistance policies, investment policies, and operating budgets, and to propose capital budgets.

f. To establish procedures for Board operation and evaluation.

g. To set and monitor planning goals for the School.

h. To review and approve all financial reports.

i. To approve plans for physical plant improvements.

j. To propose changes in the Corporation's charter or Bylaws.

k. To propose the sale, lease, or encumbrance of School property.

l. To propose merger or dissolution of the Corporation, or closure or significant change in the nature of the School.

m. To nominate candidates for membership on the Board.

n. To elect the Officers of the Corporation and Officers of the Board.

o. To adopt a policy regarding indemnification of Members, Directors, and Officers.

In addition to these powers, the Board has the following duties:

a. To study Holy Cross traditions and values as a basis for decisionmaking and overall leadership.

b. To monitor the School's Mission Statement and propose changes in light of changing circumstances.

c. To communicate its concerns, plans, and decisions regularly to the Members of the Corporation.

d. To facilitate communication between the School community and the wider Church and civic communities.

e. To provide leadership in development and fundraising activities.

3.5 The Board of Directors shall meet regularly on a quarterly basis throughout the year and at their Annual Meeting. They may meet specially upon request of any three (3) directors or at the request of the Chief School Administrator. The meeting of the Board in June shall be designated as the Annual Meeting. A majority of the membership of the Board shall constitute a quorum for the transaction of business.

3.6 Vacancies - The Nominating Committee shall recommend a list of candidates for vacant Board of Director positions to the Members, who may fill such vacancies.

3.7 Officers - The Officers of the Corporation shall consist of a President, Vice-President, Secretary, Treasurer, and such other officers as the Board may deem necessary from time to time. The Chief School Administrator shall serve as President of the Corporation. The other Officers of the Corporation shall be elected by the Board of Directors at the Board's annual meeting. Officers of the Corporation may but need not be members of the Board of Directors.

The Officers of the Board shall consist of a Chairperson and Vice-Chairperson, and such other Officers as the Board may deem necessary from time to time, who shall be elected by the Board of Directors from among its members at the Board's annual meeting.

The Officers of the Corporation and the Officers of the Board shall hold office for a term of one year and until their successors have been duly elected and qualified. The same person may be elected to serve as both Vice-President of the Corporation and Vice-Chairperson of the Board.

3.8 Rules of Conduct - The Board of Directors may adopt any rules for the conduct of its affairs not inconsistent with these By-Laws.

3.9 Committees - Six standing committees shall be appointed yearly at the Annual Meeting of the Board of Directors. These committees shall be:

a. Executive Committee - consisting of the Officers of the Board and the Chief School Administrator. The Executive Committee shall have authority to act on behalf of the Board of Directors between the Board meetings when such action is required. All actions of the Executive

Committee are subject to approval and ratification by the Board at its next meeting.

b. Development Committee

c. Finance Committee

d. Nominating Committee

e. Personnel Committee

f. Plant and Facilities Committee

The Chairperson of the Board shall appoint the chairpersons of the committees from among the members of the Board of Directors. The chairperson of each committee shall select the members of the committee, who need not be members of the Board of Directors.

The Committees shall deliver regular reports to the Board of Directors.

The Chairperson of the Board may establish other committees from time to time for such duration and for such purposes as the Board determines.

ARTICLE IV

MISCELLANEOUS

4.1 Informal Action - Any action required by law or these By-Laws to be taken by the Members or the Board of Directors, or any action which may be taken at a meeting of the Members or the Board of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all the Members or all the members of the Board of Directors entitled to vote with respect to the subject matter thereof.

4.2 Proxy - At any meeting of the Members, any Member thereof may vote by proxy.

4.3 Contracts - Except with respect to these powers which are reserved to the Members, the Board of Directors may authorize any Officer or Officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation.

4.4 Deposits and Checks - All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such band or other depositories as the Board of Directors may select. All checks for the withdrawal of funds of this Corporation shall be signed by any two agents authorized for that purpose by the Board of Directors.

4.5 **Gifts** - The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

4.6 **Fiscal Year** - The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE V

AMENDMENT TO BY-LAWS

5.1 **Amendment** - These By-Laws may be altered, amended or repealed by a two-thirds (2/3) vote of the Members at any regular or special meeting, provided at least ten (10) days prior written notice setting forth the proposed amendment is given to each of the Members. By-Laws amendments may be initiated by the Board of Directors or Members.

Adopted _____
(Date)

_____
Secretary

0367KKH.gmh
6/11/92

CONSTITUTION AND BYLAWS OF THE BOARD OF TRUSTEES OF THE SETON KEOUGH HIGH SCHOOL

ARTICLE I - NAME
The name of this Board shall be the Board of Trustees of The Seton Keough High School.

ARTICLE II - PRINCIPAL OFFICE
The principal office of the Seton Keough Board of Trustees shall be at 1201 S. Caton Avenue, City of Baltimore, State of Maryland 21227-1092.

ARTICLE III - PURPOSES
The purposes of the Board of Trustees shall be :

1. To assist the Roman Catholic Archbishop of Baltimore in the operation and management of The Seton Keough High School in accordance with that Declaration of Trust executed by the Archbishop on May 10, 1988 and accepted by the Board of Trustees of The Seton Keough High School on September 12, 1988.

2. To organize and act exclusively to support and further the future growth of quality Catholic secondary education for women and for other non-profit purposes and no part of any net earnings shall inure to the benefit of any private person.

ARTICLE IV - POWERS
In furtherance of the purposes described above, subject to the Roman Catholic Archbishop of Baltimore's ultimate canonical right and duty, the Board of Trustees shall have the full power and authority to operate and manage The Seton Keough High School. Expressly included in such authority, but not by way of limitation, are the following:

1. The right to set tuition and other related fees and costs;

2. The right to set and plan enrollment;

3. The right to select a competent Chief Executive Officer;

4. The right to set the educational policies of the school;

5. The right to perpetuate itself;

6. The right to free use of all buildings and ground which comprise the campus;

7. The right to the free flow of advice and counsel of the Archbishop and his delegates respecting the operation and maintenance of the school;

8. The right of the school and its employees to all the privileges and benefits as are afforded an agency of the Roman Catholic Archdiocese of Baltimore.

Implicit in the above rights, but not by way of limitations, are the following duties:

1. To seek the general advice of the Archbishop and his delegates on all matters respecting the establishment and free exercise of the school with particular reference to the teaching and promotion of the Catholic faith;

2. To submit copies of proposed budgets to the Superintendent of Schools of the Archdiocese;

3. To prepare and operate within a balanced budget;

4. The Board shall assure, to the best of its ability, that all the funds necessary for the operation of the School and for maintaining the grounds and buildings in good condition are provided;

5. To prepare five year studies which project trends in population, finances, and student enrollment as they affect the school;

6. To submit copies of the Board of Trustees meeting minutes to the Superintendent of Schools of the Archdiocese;

7. To refrain from all acts which, in the sole discretion of the Archbishop or his delegates, would endanger the tax exempt status of the school;

8. To generally conduct itself as a responsible body acting similarly to the policies and practices of a legally constituted Board of Trustees of an incorporated entity.

ARTICLE V - MEMBERSHIP

1. *General Powers:* The business and affairs of the Board of Trustees shall be managed by its members.

2. *Membership and Tenure:*

a) Voting Membership: The board of Trustees shall consist of not more than twenty(20) nor less than twelve(12) voting members. The President of the Seton Keough High School shall be one of the voting members. The remaining voting members should be chosen from the general community served by the Seton Keough High School.

b) Term: Each voting member shall serve a term of three(3) years which shall expire at the close of the Annual Meeting. Members other than those serving ex-officio, may serve only two(2) consecutive terms. The initial terms of members may be for terms shorter than three (3) years, so that approximately one-third (1/3) of the members' terms shall expire at the close of the Annual Meeting each year. Members may be removed at any time by a two-thirds (2/3) majority vote of the Board of Trustees.

c) Ex-officio Membership The Principal of The Seton Keough High School and a member of the faculty, elected by his/her peers for a one-year term, shall be non-voting members.

3. *Absence:* Members who are absent without cause from duly called meeting of the Board of Trustees three(3) times in any twelve (12) month period shall be deemed to have resigned from the Board of Trustees. After careful consideration of a request from such a resigned member, the Board of Trustees may choose to fill such a vacancy by electing the same member under the procedures in the following section.

4. *Vacancies:* The Board of Trustees shall be self-perpetuating and to that end, vacancies may be filled by a majority vote of the remaining members at any regular or special meting of the Board of Trustees on nominations submitted to the Board of Trustees by the Membership Committee.

5. *Compensation:* There shall be no financial or other remuneration to any member of the Board of Trustees for service as a Board member except reimbursement approved by the Board of Trustees for expenses incurred on its behalf.

ARTICLE VI - MEETINGS

1. *Regular:* The Board of Trustees shall meet no less than six (6) times during the academic year, unless changed by majority vote. The dates of such meetings shall be set at the Annual Meeting of the Board of Trustees. The regular meeting held in the month of May in each year shall be designated the Annual Meeting for election of members and officers and the transaction of other business. Notice of the Annual Meeting and monthly meetings shall be mailed to the last recorded address of each voting and non-voting member at least seven (7) days before the time appointed for the meeting.

2. *Special Meetings:* Special Meetings of the Board of Trustees may be called at any time by the Chairperson, and must be called at any time by the Chairperson, or when absent, by the Vice- Chairperson, on the written request of not less than one-third (1/3) of the members of the Board of Trustees. Seven (7) days notice of any Special Meeting must be given to the voting and non-voting members and the notice must state the object of the meeting to which the business addressed must be limited.

3. *Executive Sessions:* Any voting member of the Board of Trustees may request during the conduct of any regular or special meeting that the meeting convene an executive session, for which time non-voting members and any guests will be excused except at the invitation of the voting member requesting the session or the Chairperson.

4. *Quorum:* A majority of the voting members of the Board of Trustees is necessary to constitute a quorum, and in case there are less than this number, the presiding officer may adjourn from time to time until a quorum is present. Unless otherwise provided, a majority vote of those present shall be sufficient for any decision or election.

5. *Order of Business:* The order of business at meetings shall be initially determined by the Chairperson. Such order of business may be altered or suspended at any meeting by a majority vote of members present. The usual parliamentary rules as laid down in Roberts Rules of Orders shall govern when not in conflict with the rules of procedure otherwise set out herein or by the Board of Trustees.

6. *Notice and Record:* The Chief Executive Officer or the Chief Executive Officer's designee shall provide notice of all meetings and make provision for the keeping of a record of the Board of Trustees and all Committees.

ARTICLE VII - OFFICERS

1. *Elective Officers:* A Chairperson and Vice-Chairperson shall be elected from among the voting members of the Board of Trustee candidates on nomination by the Membership Committee, the Nominating Committee or from the floor. A Chief Executive Officer shall be elected from proposed candidates. Other offices may be established and officers elected by the Board of Trustees, including an interim acting Chief Executive Officer when the Chief Executive Officer's office is vacated and a successor has not yet been selected.

   Officers shall be selected for their competence and leadership capabilities and not as a reward for long or faithful service or because they have served in other officer capacities. Future problems and opportunities should be assessed by the Board of Trustees and officers chosen who may best help the Board of Trustees set and achieve its goal and objectives.

2. *Terms:* The officers shall take office immediately upon their election and shall serve for a term of one (1) year until the close of the next Annual Meeting or until their successors are duly elected except that the Chief Executive Officer shall serve at the pleasure of the Board. Officers may be removed from office at any time by two-thirds(2/3) majority vote of the Board of Trustees.

3. *Elections:* The regular election of officers shall take place annually at the time and place of the Annual Meeting . Any voting members other than the Chief Executive Officer shall be eligible for Chairperson and Vice-Chairperson. Candidates who receive a majority of votes cast shall be elected. Vacancies may be filled at any time for the balance of the unexpired term.

4. *Chairperson:* The Chairperson shall be the chief presiding officer of the Board of Trustees and shall perform this function at meetings of the Board of Trustees and Executive Committee. The Chairperson shall be a member ex-officio of all committees and shall supervise the work of the committee chairpersons, seeing that the charge to each committee is carried out, that new matters are assigned to the appropriate committees and that the committees are efficiently and productively chaired. The Chairperson shall perform such other duties as are specified herein or are related to the office.

5. *Vice-Chairperson:* The Vice-Chairperson shall perform all the duties of the Chairperson during the latter's absence. The Vice-Chairperson shall be a member of the Executive Committee. The Vice-Chairperson shall perform such other duties as may be delegated by the Chairperson so as to assist the Chairperson in carrying out the latter's duties and supervising the work of the committees.

6. *Chief Executive Officer:* The Chief Executive Officer of the school shall be elected by the Board of Trustees in consultation with the Superintendent of Schools of the Archdiocese. The Chief Executive Officer shall serve at the pleasure of the Board and for such compensation as the Board of Trustees shall determine. The Chief Executive Officer shall be a member ex-officio of the Executive Committee and other standing committees. Among his/her duties, the Chief Executive Officer or Chief Executive Officer's designee shall submit copies of proposed budgets, five (5) year studies and minutes of the Board of Trustees' duties under Article IV.

ARTICLE VIII - COMMITTEES

1. *Standing Committees:* The Board of Trustees shall have the following standing committees:
   (a) Executive Committee
   (b) Academic Committee
   (c) Finance Committee
   (d) Development Committee
   (e) Facilities Management Committee
   (f) Strategic Planning Committee

2. *Appointment :* Committee members and chairs shall be appointed or removed by the Chairperson of the Board of Trustees, and such appointments may include non-board members. Where possible, members of the Board of Trustees shall each serve on a committee, but only one committee, with the exception of the Executive Committee, so that simultaneous committee meetings are possible. In addition, the Chairperson should endeavor to change one-third (1/3) of the membership of each committee annually.

3. *Executive Committee:* The voting members of the Executive Committee shall consist of the Chairperson, Vice-Chairperson, and the Chairpersons of the Standing Committees. The Chief Executive Officer is an ex-officio member. Between meetings of the Board of Trustees, the Executive Committee may execute the policies and decisions of the Board of Trustees, may actively prosecute the Board of Trustees' objectives and may have discretion in the disbursement of funds in the event of emergency. It is intended that this committee shall provide an intermediate level of advice and counsel for the Chief Executive Officer between regular meetings of the Board of Trustees or on an emergency basis and to carry out certain specific functions enumerated in the following paragraph. It is not intended, however, for the Executive Committee to usurp the Board of Trustees' proper role of deciding broad, general policy issues. A special meeting of the Board of Trustees should be called to handle such matters other than in an emergency when there is inadequate time or conditions to call such a special meeting. Further, all actions of the Executive Committee shall be ratified by the Board of Trustees at its next ensuing meeting.

The Executive Committee shall adopt such rules for the conduct of its business as shall be deemed advisable and may, in the execution of powers granted, appoint sub-committees or agents to work on specific problems, reports, or projects. The Executive Committee shall meet on the call of the Chairperson or Vice-Chairperson. The Executive Committee may implement such grievance procedures as may be established by the Board of Trustees.

4. *Academic Committee:* The membership shall consist of at least three (3)persons. The Chairperson and at least on (1) other member shall be selected from among the voting members of the Board of Trustees. The Chairperson of the Board of Trustees and the Chief Executive Officer are members ex-officio. The responsibility of this Committee shall be to review the curriculum of the school in keeping with goals and objectives established by the Board of Trustees and Archdiocesan educational policies. The Committee is specifically responsible for assessment of the changing needs of the community, college preparatory requirements, and job markets available; maintenance of accreditation by the Middle States Association of Schools and Colleges; assessment of the religious formation and academic needs of the student body and the recommendation of measures to meet such needs.

5. *Finance Committee:* The membership shall consist of at least three(3) persons. The Chairperson and at least one (1) other member shall be selected from the voting members of the Board of Trustees. The Chairperson of the Board of Trustees, Chief Executive Officer and Treasurer are members ex-officio. The Committee shall be responsible for ensuring that the Board of Trustees is regularly informed as to the financial status of the school. The Committee

shall oversee and make recommendations to the Board of Trustees on the financial and accounting practices of the school. The Committee shall review the budget and make recommendations to the Board of Trustees, as appropriate, on budget matters and long-run financial feasibility studies. The Committee shall also oversee the investments of the school giving consideration to both appropriate yield and risk and the social policies of the Church.

6. *Development Committee:* The membership shall consist of at least three(3) members. The Development Director shall be a member of the Committee. The Chairperson and at least one (1) other member shall be selected from the voting members of the Executive Board. The Chairperson of the Board of Trustees and the Chief Executive Officer are members ex-officio. The Committee shall be responsible for formulating policies and guidelines that the Development Office will follow to educate the community as to the needs, goals, and objectives of the school; for public relations, fund raising, its potential for assisting in the recruitment of students and maintenance of liaison with the community served by the school.

7. *Facilities Management Committee:* The membership shall consist of at least three (3) members. The Chairperson and at least one (1) other member shall be selected from the voting members of the Board of Trustees. The Chairperson of the Board of Trustees and the Chief Executive Officer are members ex-officio. The Committee shall be responsible for advising the Board of Trustees on the physical condition of the school buildings and grounds, assisting the school administration with repairs and improvements, recommending to the Board of Trustees necessary expenditures for capital improvements and extraordinary repairs both for the purpose of future budgeting and in emergencies.

8. *Strategic Planning Committee* The membership shall consist of at least three (3) voting members of the Board of Trustees. The Chairman of the Board of Trustees shall endeavor to appoint to the Committee one representative from each of the following standing committees: Academic, Finance, Development and Facilities Management. The committee shall be responsible for working with the Administration and the Board of Trustees to develop a written long-range plan setting goals, objectives and planned actions for at least a five-year period ("the Plan"), for overseeing the implementation of the Plan as adopted and amended from time to time by the Board of Trustees, and for reviewing the Plan and ensuring that planned actions outlined in the Plan are being accomplished by the persons or groups designated as responsible. The committee shall also be responsible for making recommendations regarding revisions of the goals and objectives set forth in the Plan and for ensuring that the Plan is periodically revised by the Board of Trustees.

9. *Other Standing Committees:* The Board of Trustees may provide for such other standing committees for such purposes and tenure as assigned to them.

10. *Ad Hoc Committee:* The Chairperson may provide for such other committees for such purposes and tenure as are assigned to them. Such Ad Hoc Committees may include, but not by way of limitation, the following:
Search Committee: This Committee should be promptly appointed when a new Chief Executive Officer must be selected. Such a Committee should include the Superintendent of Schools of the Archdiocese or his designee to facilitate the consultation required under Article VII.

ARTICLE IX -CONTRACTS, LOANS, CHECKS, AND DEPOSITS

1. *Contracts:* The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Board of Trustees, and such authority may be general or confined to specific instances.

2. *Loans:* No loans shall be contracted on behalf of the Board of Trustees and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees. Such authority may be general or confined to specific instances.

3. *Checks, Drafts, etc.:* All checks, drafts or other orders for the payments of money, notes or other evidence of indebtedness issued in the name of the Board of Trustees shall be signed by such officer or officers, agent or agents of the Board of Trustees and in such matters as shall from time to time be determined by resolution of the Board of Trustees.

4. *Deposits:* All funds, if any, of the Board of Trustees not otherwise employed, shall be deposited from time to time to the credit of the Board of Trustees in such banks, trust companies or other depositories as the Board of Trustees may select.

ARTICLE X - VOTING OTHER THAN IN PERSON

When in the judgment of a majority of the Executive Committee, any question shall arise that should be put to a vote of the Board of Trustees and not acted on under the Executive Committee's emergency powers, and when a majority of the Executive Committee deems it inexpedient to call a special meeting for that purpose, it may, unless otherwise required, submit the issue to the Board of Trustees orally by phone, or in writing by mail, for vote and decision.

Wherever possible, the Executive Committee shall attempt to arrange a conference call of all available voting and non-voting members so that as full a discussion of the issues as possible can be obtained prior to putting the issue to a vote. Where such a conference call is deemed impractical or fewer than a quorum of members can be reached simultaneously, then the Executive Committee shall attempt to reach all available voting and non-voting members by serial phone calls or mail for comment or vote.

The question presented by phone or by mail shall be determined according to a majority of the votes received at the time presented by phone or within one (1) week after submission by mail, provided that, in each case, votes of more than one-half (1/2) of the voting members shall be received. Action taken in this manner shall be as effective as action taken in a duly called meeting.

In addition, any action that may be taken by the Board of Trustees at a meeting may be taken without a meeting if a consent in writing, setting forth the action so to be taken, shall be signed before such action by all of the voting Board of Trustee members.

Each voting Board of Trustee member shall be entitled to one vote in the affairs of the Board of Trustees. Proxy voting is permitted only in writing. The writing signed by the member must specify the issue and the manner of voting. Where issues have been modified or amended, or description of the issue in the proxy is unclear, the Chairperson's sole discretion shall determine whether or how such proxy vote is to be counted. Proxies may be revoked at any time prior to voting.

ARTICLE XI - AMENDMENTS

This Constitution may be amended, repealed or altered in whole of in part by a two-thirds (2/3) vote at any duly organized meeting of the Board of Trustees.

ARTICLE XII - LIABILITY

Nothing herein shall constitute members of the Board of Trustees as partners for any purpose. No member, officer, agent, or employee shall be liable for the acts or failure to act of any other member, officer, agent, or employee of the Seton Keough High School or its Board of Trustees nor shall any members, officer, agents, or employees be liable for their acts or failures to act under this Constitution excepting only acts or omissions arising out of their willful misfeasance. Further, each member of the Board of Trustees shall be entitled to a hold harmless agreement from the Archdiocese of Baltimore as to claims arising from good faith actions of the Board of Trustees.

ARTICLE XIII - FISCAL YEAR

The fiscal year of the school shall begin on July 1 and end on June 30.

ARTICLE XIV - DISSOLUTION

The Board of Trustees may be dissolved by action of the Roman Catholic Archbishop of Baltimore. Any assets of the Board of Trustees remaining after payment of all indebtedness and cost of dissolution shall be disbursed and paid over to the Roman Catholic Archbishop of Baltimore for such charitable uses as he may determine in his sole discretion.

RESTATEMENT OF DECLARATION OF TRUST
THE SETON KEOUGH HIGH SCHOOL

WHEREAS, the Archdiocese of Baltimore supports and promotes quality Catholic education; and

WHEREAS, HIS EXCELLENCY WILLIAM D. BORDERS, in his capacity as ROMAN CATHOLIC ARCHBISHOP OF BALTIMORE, established a Declaration of Trust in 1981, which he now hereby restates, the purpose of grounds, the construction of buildings and the advancement of quality Catholic school education;

NOW, THEREFORE, I, ARCHBISHOP WILLIAM D. BORDERS, do declare that the School Board of SETON KEOUGH HIGH SCHOOL shall be recognized as the SCHOOL BOARD and I do hereby formally delegate to the School Board the following authority with respect to Seton Keough High School, such delegation of authority being subject to the ultimate canonical rights and duties of my office:

1. To approve overall policies with respect to educational programs, maintenance and management of the school in accordance with the teachings and mission of the Catholic Church;

2. To hold the Administration of the School accountable for implementation of policies established by the Board , and for the overall operation of the School;

3. To set tuition and other related fees and costs;

4. To establish an annual balanced budget for the School;

5. To freely use the grounds and buildings comprising the campus, subject to the rights of ownership of the property which are vested in the Roman Catholic Archbishop of Baltimore, a corporation sole;

6. To borrow money from lending institutions or from the Roman Catholic Archdiocese of Baltimore under the same terms and borrowing regulations that apply to parishes of the Archdiocese;

7. To appoint the Chief Executive Officer of the School;

8. To approve the mission statement for the School;

9. To perpetuate itself within the process of its adopted Constitution and/or Bylaws; however, the Archbishop of Baltimore or his designated Vicar shall approve the Board President according to the procedure described in the Constitution and/or Bylaws of the School Board;

10. To conduct an annual evaluation of the Chief Executive Officer according to criteria approved by the Archdiocesan Division of Catholic Schools, and to report the results of the evaluation to the Superintendent of Catholic Schools with appropriate recommendations;

11. To conduct an annual self-evaluation according to criteria approved by the Archdiocesan Division of Catholic School.

In exercising its delegated authority, the Board shall meet the following requirements, which are set by the Archbishop of Baltimore:

1. The Board shall seek the general advice of the Archbishop and his delegates regarding matters relating to the teaching and promotion of the Catholic faith;

2. The Board shall submit copies of proposed budgets to the Archdiocesan Division of the Controller and the Division of Catholic Schools in accordance with the budget process established for Archdiocesan high schools; this process requires representatives of each school to review the proposed budgets with a representative of the Controller at a meeting to be scheduled each year during the first week in February or such other time as may be agreed upon, which shall be prior to the Board's approval of the budget; the Division of the Controller shall forward written comments and recommendations to the Chief Executive Officers and Board Presidents, with copies to the Archbishop, the Secretary of the Department of Pastoral Planning and Management, the Superintendent of Schools, and the Archdiocesan fiscal officer, within two days of the meeting.

3. The Board shall oversee the operation of the School within the approved budget;

4. The Board shall assure that all the funds necessary for the operation of the School and for maintaining the grounds and buildings in good condition are provided;

5. The Board shall assure that all the funds for extraordinary repairs and capital improvements through the setting and collection of tuitions and fees, fund-raising , or through loans approved by the Archdiocese from lending institutions or from the Archdiocese of Baltimore; any such loans must be supported by clear evidence of the School's ability to repay the loan and must be approved under the same guidelines applicable to Archdiocesan parishes at the time of the loan application;

6. With respect to extraordinary repairs, it should be the goal of the Board to allocate money in the budget each year to reflect the annual depreciation expense attributable to the School facilities; and to the extent that such moneys are utilized by the School for extraordinary repairs (not new capital projects) and are insufficient to meet the total cost of such repairs, the Archdiocese will contribute funds for such repairs up to the level of the School's contribution, provided the School has first exhausted its funded depreciation account; and if there are still insufficient funds to meet the total cost of extraordinary repairs, the Board shall assure that these funds are provided through tuition and fees, fundraising, or loans as described above in paragraph 5;

7. The Board shall assure that all plans for extraordinary repairs and capital improvements or corrections are submitted to the Archdiocesan Buildings and Properties Commission, in accordance with the Commission's written policies and guidelines; plans for capital improvements or corrections shall be submitted initially to the Division of Schools for review prior to being forwarded to the Building and Properties Commission in accordance with written policies and guidelines;

8. The Board shall prepare five-year studies which project trends in population, finances and student enrollments as they affect the School, using the Secondary Schools Development Manual;

9. The Board shall submit copies of SCHOOL BOARD MEETING minutes to the Superintendent of Catholic Schools of the Archdiocese;

10. The Board shall assure that at least the minimum level of benefits are provided to employees of Seton Keough High School as are required to be provided to employees of parishes and similar agencies of the Archdiocese;

11. The Board shall refrain from all acts which, in the sole discretion of the Archbishop or his delegates, may endanger the tax-exempt status of the School.

The Archbishop of Baltimore shall have the reserved powers enumerated below. These acts shall require specific authorizations, in writing, by the Archbishop of Baltimore or his appointed designee:

(a) Dissolution of the School Board;

(b) Any sale, mortgage or long-term leasing of the real property;

(c) Any significant change of character or size or nature of the School;

(d) Closing of the School;

(e) Any significant change in the physical structure of the School;

(f) Removal of the Chief Executive Officer of the School.

The Archbishop of Baltimore further reserves the power to provide the final interpretation of any term of this document. The Archbishop specifically designates the Superintendent of Catholic Schools to act in his place to provide ongoing interpretations of this document and to resolve conflicts or ambiguities which may arise in its implementation. The Superintendent may, in his discretion, consult with the Archbishop and obtain final interpretations, or determinations on any matter relative to this document.

The Archbishop of Baltimore reserves the right to amend or revoke part or all of this document at any time if he deems such action necessary and appropriate.

The Archbishop agrees to make a good faith effort each year to obtain directors' and officer' liability coverage for Board members.

AS ROMAN CATHOLIC ARCHBISHOP OF BALTIMORE, I declare this action on my part a Declaration of Trust which, grounded in the dedicated loyalty of competent members of religious and laity, shall insure the future growth of quality Catholic secondary school education within the Archdiocese of Baltimore.

CONSTITUTION AND BYLAWS FOR
Our Lady Of The Lake School Board

ARTICLE I

The name of this body shall be Our Lady of The Lake Consultative School Board.

ARTICLE II

PURPOSES AND FUNCTIONS

The board is established by the pastor, in accord with archdiocesan policy, to assist him and the principal in the governance of the parish school.

The pastor is the canonical administrator of the parish, including the school, and the enactor of local policy. With the assistance of the Department of Catholic Schools, the pastor hires, supervises and evaluates the principal. In addition, the pastor is responsible for the supervision of religious education/formation programs, and approves the school's annual budget.

The principal, with the authority delegated as specified in the Employment contract and job descriptions, is responsible for the operation of the school program. This responsibility includes the employment of staff (after consultation with the pastor), supervision and evaluation of teachers and school employees, the establishment of education programming, and the evaluation and management of student behavior.

The establishment of policy is accomplished through the activity of the board. The board is composed of the administrative team (pastor and principal) and the members. When the board meets (administrative team and members) and agrees on a policy matter, the decision is effective and binding on all as long as the local policy is not in conflict with archdiocesan policy.

Governance is divided into two parts: policy and administration. The board's responsibilities are in policy matters. The board is not responsible for administration or the details of administration. Administration is the responsibility of the administrative team (pastor and principal).

The board is consultative in the following sense: The members cannot act apart from the administrative team and cannot make decisions binding for the parish education program without the approval of the administrative team.

When disagreements between the pastor or principal and the board arise, attempts should be made to resolve them before the board reaches a conclusion. In this way the pastor is not placed in the position of having to negate board action; rather he is able through his participation to enact board action.

If a disagreement cannot be resolved, the pastor's decision, after consultation with the board in designated areas, is effective and binding on all. In addition, the board is expected to function within the policies of the archdiocese and is under the administrative jurisdiction of the Department of Catholic Schools.

The areas in which the board will be consulted are:

A. Planning (establishing a mission statement, goals, future plans)
B. Policy Development (formulating policies that give general direction for administrative action)
C. Financing (including budgeting and policies for financial management)
D. Development (including public relations and marketing)
E. Recommendation of the selection/appointment of the principal through Search Committee
F. Evaluation of goals and relationship of principal to Board
G. Major curriculum changes, especially in the area of religious education.

ARTICLE III

RELATIONSHIPS WITH OTHER GROUPS

Section A. Parish Pastoral Council

The parish pastoral council is responsible for assisting the pastor in providing the establishment of parish goals and programming. The consultative board works in the context of the parish's mission statement, programs, and parish policies that are established by the pastor and the parish pastoral council. It is the responsibility of the board to bring to the attention of the parish pastoral council all those matters that are broader than the education programs for which the board is responsible. the Board should provide a regular means of communications with the parish pastoral council about educational programming, accomplishments, and needs.

Section B. Parish Administrative Council

The parish administrative council is responsible for assisting the pastor in administering the temporal goods of the parish.

The finance committee of the school board and the parish-finance committee meet to plan the financial contribution/subsidy from the parish to the school. The parish budget includes the financial contribution to the school as part of the total parish budget that is approved according to the practice of the parish and archdiocesan policy.

The school income budget is prepared by the finance committee of the board and the principal, in conjunction with the pastor and the finance council of the parish or parishes involved.

The school expenditure budget is prepared by the finance committee of the school board and the principal, and considers the total amount of money to be spent and the cost-per-pupil in relation to schools of similar size and situation.

Section C. Parent Organization

The president of the Parents Club is elected by the School at large.

The Parents Club is responsible for maintaining good communications between the home and school, for providing a vehicle through which parents can provide service to the school (for example, volunteers and fund raising), for offering a mechanism for parent education, and for serving as a structure for political action when needed (for example, and for serving as a structure for political action when needed (for example, letter writing, phone calls, visits to legislators). The board works closely with the officers of the Parents Club in order to understand more fully parents needs and concerns. It works with parent fund-raising groups to coordinate the overall financing programs of the school. It uses the communication mechanism of the parent organization to report to school families about board activities.

Section D. Archdiocese

The relationship between the parish school board and the archdiocese is stated in archdiocesan education policies that are available for local school board members. Local school policies may not conflict with archdiocesan policies.

ARTICLE IV

MEMBERSHIP

The membership of the parish school board will consist of nine members in addition to the pastor and principal. Each member of the Board shall serve a term of (three) years, with an option to serve an additional term at the request of the Pastor. The terms of office shall commence with the July meeting following election and be staggered so that each year several terms of office will expire.

Members include:

One (1) member appointed by the board to be the liaison between the school board and the parent organization.

Two (2) members are nominated by the school board and approved by the pastor from the parish at large.

Two (2)members are elected from among the school community.
Four (4) members are selected for specific positions on the board, by the present school board membership. These positions are Finance,Planning, Development, Education.

ARTICLE V

NOMINATIONS AND ELECTIONS

Section A. Eligibility

An elections committee consisting of the pastor, the principal, and the chairperson of the board shall seek out and prepare a slate of prospective board member nominees who meet the following criteria:

* Are members of the parish and/or parents/guardians of students of school. Board members are not required to have children in school.
* Have interest in and commitment to Catholic education and the School's philosophy and mission.
* Are available to attend meetings and

periodic in-service programs and to participate in committee work; and

* Maintain high levels of integrity and confidentiality.
* Deal with situations as they relate to the good of the entire school community; and
* Are credible witnesses of the Catholic faith and/or Christian values.
* Possess necessary expertise in specific areas as needed (e.g. Planning, Development, Finance, Education.)

The chairperson must be a member of the Catholic faith.

Section B. Ineligibility

Paid employees of the school or parish are not eligible for Board membership.

Section C. Elections/Appointments

During April, the elections committee will invite eligible persons to place their names in nomination for elected board positions as they become vacant. This committee will have ballots prepared with names of nominees listed in alphabetical order. Nominations from the floor may be made at the time of voting. Voting shall take place in April and includes both parish and school members. Nominations must have the approval of the pastor and principal.

If some members are to be appointed, the elections committee should prepare a list of possible appointees according to the stated criteria and specific needs of the board. Appointments by the pastor and the principal should be made by March 1.

All new members are expected to attend the May and June school board or committee meetings for orientation purposes prior to beginning their term on July 1. Archdiocesan orientation for board members will take place at the beginning of the school year.

Members who miss three board meetings in a 12-month period and are unexcused may lose membership by action of the board. The following procedure will apply: The member will be notified by the chairperson or

administrator; the member shall be given opportunity to respond; the board may act or not act as the case may indicate. The administrator shall appoint a replacement for the remainder of the school year.

ARTICLE VI

OFFICERS

Section A: Officers

The officers of the Board shall consist of the Chairperson, the Vice Chairperson, and the Secretary, each of whom shall be elected by a majority vote of the Board. The officers shall be members of the Board.

Section B: Removal from Office

Any Officer may be removed from office for cause by a vote of two thirds of the voting members of the Board.

Section C: Terms of Office

Officers shall serve one year terms beginning in June. No officer shall hold the same office for more than two consecutive terms.

Section D: Duties of Officers

The duties of the Officers shall be as follows:

1. The Chairperson shall preside at all regular and special meetings of the Board, plan Board meetings with the principal, appoint all Board committees with the principal, and oversee the committees' functioning.

2. The Vice Chairperson shall carry out the duties of the Chairperson if the latter is temporarily unable to fulfill the duties by reason of sickness, absence, or otherwise.

3. The secretary shall record and maintain minutes of all regular and special meetings; be the custodian of the bylaws; present the minutes and other material as

required at the meetings; answer correspondence; provide a quarterly summary of Boards activities; and perform all duties incident to the office of Secretary.

ARTICLE VII

MEETINGS

The full board meets every month beginning in July. Standing committees meet as needed. Special board meetings can be called by the pastor, principal or chairperson. If board meetings are attended by non-members, the board will go into executive session whenever the issues involve personnel or other confidential matters. The pastor or principal must be in attendance before executive session can take place. Advance notice should be given to parents when board meetings are to be held in executive session. Six (6) members shall constitute a quorum for the transaction of business in any special or regular meeting for a nine member board.

ARTICLE VIII

STANDING COMMITTEES

Section A. Executive Committee

The members of the Executive Committee are the pastor, principal and chairperson of the board. The Executive Committee will meet regularly to plan the agenda for the regular board meetings. The Committee shall have the authority to transact all necessary business on behalf of the Board during the interval between Board meetings provided, however, that no action taken by this Committee shall conflict in any way with the policies or previous action established by the Board or the Archdiocese.

Section B. Education Committee

The general duties of this Committee shall be to review those facets involving curriculum review and evaluation, admission standards, school accreditation, scholarship programs, and all programs and areas of interest affecting the academic climate, standards, and procedures of the school.

The principal and faculty complete the curriculum section of the five-year plan and present to the School Board for review.

Section C. Finance Committee

The general duties of this Committee shall be to:

1) review the budget.
2) examine the school's financial condition.
3) Suggest ways and means of increasing revenues, limiting expenses, investing funds, and providing future resources.
4) monitor income and expenses on a monthly basis.
5) ensure that school operates within a balanced budget.

Section D. Planning Committee

Update and maintain five-year plan to include enrollment, curriculum, staffing, facilities, finance and development.

Section E. Development and Public Relations Committee

The general duties of this Committee shall be to formulate policies for long-range financial development, to suggest funding options, to enlist volunteers, and to monitor and evaluate funding effort. One member of this committee should be a member of the Endowment Fund Board.

Section F. Elections Committee

The functions of this committee are to solicit nominees for the board and to conduct the elections for board membership.

Section G. Standing and Ad Hoc Committees

The Chairperson, at his/her discretion, may establish such committees according to the needs and requirements of the Board.

ARTICLE IX

AMENDMENTS

These bylaws may be amended by consensus of the board and/or by vote of two-thirds (2/3) of the membership of the board and provided:

1. The amendment has been recorded;
2. The Parent's Club Association membership has been informed;
3. Written approval form the Superintendent of Schools has been received.

ARTICLE X

RULES OF ORDER

Ordinarily, decisions regarding policy matters and other major issues are not made at the "first reading" that is for information and clarification. The "second reading" of the policy occurs after additional consultation and clarification. At the time, the board begins its decision-making process.

In order to make the best decisions, the consensus method of decision-making should be used. When the board is unable to reach consensus, a vote should be taken and the minutes should reflect the different positions and appropriate reasons. In cases involving voting and business procedures, Robert's Rules of Order, Revised will be used.

This school board is consultative. A consultative board is one that cooperates in the policy making process by formulating and adapting, but never enacting policy. To call a group "consultative" does not diminish its importance; rather, it indicates that the body is inserted into the governance structure in a significant way. To enact policies, the pastor may sign a cover letter listing the policies stated or sign a copy of official board minutes.

Adopted: _____

Revised: _____

Signatures: _____ _____

Appendix 5-10

THE NATIONAL ASSOCIATION OF BOARDS OF EDUCATION

ISSUE GRAM

National Catholic Educational Association

Vol. 1 No. 2 Fall 1991

A Board Planning Retreat: Setting Time Aside to Set a Direction

Introduction

Last winter was the debut of *Issue-Gram*, a semi-annual newsletter for the NABE membership. In the first newsletter, the importance of the role of board members in planning was presented. In this issue, a planning process is being demonstrated.

This day-long process can be used at any time of the year when the board is dealing with planning. Sometimes this is best done after new members have had the opportunity to experience the work of the board and to understand their role.

Another option is to use the retreat in spring for planning the new school year. In this setting, it would be a good idea to have both new and current membership participate in the process.

Copies of the winter issue are available from the National Association of Boards of Education, NCEA.

Many groups such as management teams use an approach known as SWOT. It is a simple step-by-step process that allows the group to examine the status of the institution from four different viewpoints: Strengths, Weaknesses, Opportunities and Threats. Thus we have the acronym SWOT. It is commonly used to

1. analyze the current picture
2. identify "burning issues"
3. determine strategic actions aimed at handling issues.

Through the process, the organization's or institutions's Strengths, Weaknesses, Opportunities, and Threats are identified and become the underlying key factors of planning.

Preparation for the Meeting

1. Each board member is sent the agenda along with SWOT frames (Form 1) (Forms are on page 4).

You may want to have participants use a different frame for each area of planning (for example, fund raising, recruitment), at the same time limiting items under each area.

2. Members bring completed frames to the meeting.
3. Newsprint and markers are provided to record responses.

Role of the Facilitator During the Meeting

1. Select a recorder to post responses.
2. Present a brief overview of the process.
3. Invite individuals to present SWOT frames.

As facilitator, it is important to recognize the subjectivity of each board member's list. For instance, a member's list of strengths and weaknesses may be based on one factor or many: the school's past history, the individual's own perception, as well as the person's knowledge of the politics, demographics and economy of the area.

4. Lead the members to consensus on the top two or three most important items in each section of the SWOT frame.

Again, this is not easy, since the pastor, the principal and individual board members may see things quite differently. At this point the board president may wish to identify some critical items that will need immediate attention in order to forestall or prevent a crisis.

5. Work through Form 2 to assist the group in identifying issues. Have members develop a statement for each issue with supporting evidence and conclude with a suggested course of action. Following the completion of this form or discussion, members begin forming

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hunches and gathering ideas about using this information, which will become part of the overall plan. Follow the procedure below to lead the group through Form 2.

a. For STRENGTHS: How can we capitalize on them and use them to highlight the attractiveness of the school?

b. For WEAKNESSES: How can we either minimize them or pay close attention to them and thus turn them into strengths?

c. For OPPORTUNITIES: How can we use these as openings or entries that would allow us to showcase our programs, or to prevent a crisis or forestall a potentially bad situation?

d. For THREATS: How can we recognize these, duck them, turn them into something positive and helpful?

Work through other issues in the same way.

6. Summarize the process thus far by using Form 3. In this way participants can focus on specific factors (issues) and strategic implications that can evolve into possible goals.

7. Identify goals. (Some issues and their corresponding strategic implications can be combined into a single goal, e.g. compile a data bank on school-aged children in the parish.)

8. Assign goals to specific committees.

At this time the board president assigns goals to the regular standing committees or forms ad hoc committees. Target dates and benchmarks can be discussed, if there is time. If not, these should be set before or at the next meeting.

9. Using Form 4, committees formulate goal statements, design action strategies and identify resources, establish time lines, and articulate the goal's value.

Form 5 is another worksheet the committee may opt to use. Time may be given during the retreat for committees to complete this form. If so, you may wish to have each committee highlight its plan.

Thanks to Carol Cimino, SSI, Associate Director of the Catholic School Adminstrators Association of New York State, for providing information about the SWOT process, and to Anne Walsh, RSHM, of Fordham University, for preparing the sample prayer service.

Recommended Schedule/Agenda

(15 min.)	Introductions and opening remarks—Board chairperson
(5 min.)	Prayer service—Board member
(25 min.)	Pastor's report: The school as part of the parish
(25 min.)	Principal's report: The state of the school
(25 min.)	Board chairperson's report: The evaluation of the board (Using the evaluation found in *Building Better Boards*, pages 157-159, each member completes the form and returns it to the chair to be compiled prior to the meeting.)
(30 min.)	Committee reports (committees present accomplishments)

During this morning session, a break as well as time for questions and answers could be scheduled.

(60 min.)	Lunch
(180 min.)	Planning process—Facilitator
(30 min.)	Committee assignments and work time (Goals developed during the planning session are assigned to committees.)
(15 min.)	Formal presentation of the plan and closing prayer. Closing prayer

Follow-Up After the Retreat

At each board meeting, committees will present progress toward goals. Written reports from each committee will be sent with the agenda.

The process, with its resultant summary and statements, can be used by the board for the next annual evaluation and planning session for the following year.

Prayer Service—Board Retreat

Opening Prayer

Spirit of Wisdom, You speak to and through us in many ways. As we come together for this planning session, we ask for: openness of hearts and minds; clarity of thought and understanding; zeal and integrity of purpose so that our plans and decisions will motivate and inspire those we represent to carry on their efforts with hope, vision and energy. Amen.

Reading: 2 Corinthians 4:13-15

Response: All

I will state clearly what is in my mind, my lips shall utter knowledge sincerely,

For the spirit of God has made me, the breath of God keeps me alive. (Job 33:3-4)

Pause

Conduct the meeting

Intercessions: Spontaneous

We now offer thanks for what has been accomplished here today.

Formal presentation of the plan

Closing prayer:

Spirit of Love, You have heard our prayer for your assistance. We believe we gathered here in your name. Strengthen our desire to own our plan and to act for the good of the whole and bring our efforts to a fruitful and creative future of Catholic education. We ask this, refreshed in the Spirit of Christ Our Lord. Amen.

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Appendix 5-11

Strategic Choices for the Future

Xavier College Preparatory

4710 North Fifth Street
Phoenix, Arizona 85012
602-277-3772

August 1996

'Education, in its largest sense, is a thing of great scope and extent. It includes the whole process by which a human being is formed to be what [she] is, in habits, principles, and cultivation of every kind.'

—Anna Letitia Barbauld

Dear Friends of Xavier:

It is with enormous pride and pleasure that I present to you this Strategic Plan for the school.

Xavier has long been a school with a future orientation. It is, perhaps, in the nature of a school for young women that the future is a constant focus. So many opportunities are opening up for women in life, so many studies are being done on their learning styles, and so many gender-based barriers are being overcome, that those who would educate women well must always be ready to meet the future on its own terms. We know we must have a strong sense of foresight.

For this reason, the Strategic Plan is a critical tool in continuing the excellence in education we wish to impart to the young women who are our students.

A great deal of time and thought went into the formulation of this plan. The committee members worked very hard to leave no corner of campus life unconsidered. They took survey results from faculty, students, parents, alumnae and the community as their base, and from this broad input, they managed to build a sensible step-by-step guide to future growth and direction. The plan gives flesh to the school's mission and goals.

It was a joy to work with the members of this strategic planning committee. They proceeded with a professionalism, dedication, and level of expertise that virtually guaranteed this very successful product. Their enthusiasm was contagious, and I think it shows well in this document.

I am grateful to each of them.

Sincerely,

Sr. Joan Fitzgerald, BVM

The stained glass in the Mikkelson Chapel tells the Xavier story. In the center is Our Lady of Guadalupe, patroness of the Diocese of Phoenix; on the left, St. Francis Xavier, patron of the school; and on the right, Mother Mary Francis Clark, foundress of the Sisters of Charity of the Blessed Virgin Mary, administrating order of the school since its inception in 1943.

Xavier College Preparatory is a Catholic community that strives to prepare young women with knowledge, skills and integrity to meet the challenges of a changing global society in a positive and productive manner This pursuit of excellence, individual and cooperative, is our mission.

The values implicit in Xavier's mission are reflected in our strategic choices for the future.

1 Students

Continue to provide a comprehensive academic education coupled with a well-rounded approach to life and a sound understanding of Catholic principles.

Our student is the convergent focus of the hopes and dreams of tomorrow.

The test and the use of a [woman's] education is that [she] finds pleasure in the exercise of [her] mind.

— Jacques Barzun

Our goal is to:

- **Provide regular programs, both on and off campus, for the continuing spiritual and community service development of all students.**
- **Enhance educational programs and guidance in the areas of sexual conduct, use of alcohol/drugs, and dysfunctional family issues.**
- **Maintain open communication among all groups — students, faculty, parents and administration.**
- **Encourage student involvement in extra- and co-curricular activities to enhance the socialization and recreational aspects of student life.**

2 Parents

Continue to increase parental involvement and commitment, which are hallmarks of the success of Xavier College Preparatory

One hundred percent parental involvement is vital to the support of our daughters' educational experience.

'Why organize?...In organizing the whole is greater than the sum of its parts, and our energy is increased by our coming together.'

— Maureen Fiedler

Our goal is to:

- **Contact personally parents of freshwomen to request their involvement.**
- **Develop a parent participation model to permit all parents to be actively involved.**

Matthew 19:14 — Let the children come to me, and do not prevent them: for the kingdom of heaven belongs to such as these.

3 Faculty

Continue to recruit, retain, and support a strong faculty consistent with the mission and goals of Xavier College Preparatory

Teaching is the art and commitment to understanding and expanding the student's world.

Highly qualified faculty are attracted to teach in this special learning environment, and we must be able to reward them appropriately.

Our goal is to:

- **Develop a recruitment plan with specific colleges.**
- **Provide financial assistance to faculty to further their education and increase their exposure to creative and innovative methods in education.**
- **Proactively work with the Diocese to make faculty salary and benefits competitive in the marketplace.**
- **Develop a recognition program to acknowledge excellence.**

Psalms 66:16 — Come and listen, while I tell you what God has done.

4 Curriculum

Continue to improve the depth and quality of the existing curriculum to ensure students are fully prepared to excel at the college level through a comprehensive and innovative curriculum delivered by an outstanding faculty

'First teach a person to develop to the point of [her] limitations, and then — break the limitations.'

Viola Spolin

The opportunity for balanced learning fostered by a deep concern for personal excellence is the best preparation.

Our goal is to:

- **Enhance the evaluation of curriculum in light of global and technological expansion.**
- **Expand the curriculum for fine arts.**
- **Establish a committee to monitor and implement technology in the curriculum.**
- **Establish a working relationship with colleges for interactive learning.**
- **Survey graduates attending college to assess their level of preparedness.**
- **Evaluate and implement recommendations of Western Catholic Education Association and North Central Association.**

If compelled to seek out one determinant of U.S. competitiveness in the era of global and technology-based economy, we would choose education.

— The National Science Board

Luke 8:16— No one lights a lamp to cover it with a bowl. The lamp is placed so that people may see the light.

5 Finances

Continue to maintain a sound fiscal position and increase financial support for current and future goals and objectives.

To keep pace with the increased needs in this age of high tech, a sound financial foundation and regular sources of outside income are critical.

For all the extras that make a good education exceptional, Xavier is heavily dependent on gifts from parents, alumnae, and friends of the school. Fortunately, they have been most generous.

Our goal is to:

- **Create a master funding plan.**
- **Develop an endowment plan with the goal of expanding scholarships, faculty enrichment programs, and other school needs.**
- **Establish an annual contingency reserve of at least five percent of annual expenses.**
- **Identify individuals who can serve on capital campaign committees.**

Through times of growth and times of recession, whatever the state of the economy, Xavier has always maintained full enrollment and a balanced budget.

1 Cor 12:13 — We are many parts, we are all one body and the gifts we have we are given to share.

6 Campus

Continue to maintain, upgrade, and expand Xavier College Preparatory's campus in a manner consistent with supporting an excellent college preparatory school.

Driving into Xavier from either 7th Street or 5th Street is like entering an oasis, a peaceful and secure center of learning with impressive Spanish-style architecture, right in the heart of the city.

A campus that is beautiful, safe and secure enriches the learning environment.

Our goal is to:

- **Finalize the master plan.**
- **Develop a major addition, replacement and repair plan.**
- **Develop a security and safety plan.**
- **Develop a campus beautification plan.**

Genesis 2 1:31— God looked at everything he had made, and he found it very good.

7 Community

Continue to expand the reach of Xavier College Preparatory's reputation as a Catholic school of excellence and a source of community-minded young women.

'Our intellect and other gifts have been given to be used for God's greater glory.....'

—Mother Teresa

Working in partnership with commitment to the community through service is a valuable resource for both.

Our goal is to:

- **Create an effective external communications plan.**
- **Expand the community and Christian service outreach program.**
- **Identify and utilize community resources.**

'I believe that every right implies a responsibility; every opportunity, an obligation; every possession, a duty.'

— John D. Rockefeller, Jr.

Xavier College Preparatory School Board

Strategic Choices Planning Committee

Co-Chairs: Leo Dembinski
Paul Hazlinger

Members: Janet Burke
Carol Crockett
Art DeCabooter
Dennis Desmond
Sister Joan Fitzgerald
Mike Marrie

With the support and approval of
the full Board:
Dr. J. Daniel Bullington
Mrs. Yvonne Ciszczon
Mr. Michael Esparza
Dr. David Hancock
Rev. George Highberger
Mr. Michael Kennedy
Mrs. Karen Robertson
Mrs. Carolyn Rock
Miss Deanna Irwin
Mrs. Kathleen Desmond
Ms. Rachel Hultz

THE NATIONAL ASSOCIATION OF BOARDS OF EDUCATION

ISSUE-GRAM

National Catholic Educational Association

Vol. 2 No. 1 Spring 1992

Rolling Up Sleeves to Add Muscle to the Board

Now that we have a plan, what next?

A board's response to this query is to set in motion committees that will roll up their sleeves and add muscle to the tasks. Whether standing, ad hoc or temporary, committees have the potential to lift the plan off the page into the life stream of the parish, religious education program or school. Careful selection of board members will ensure that, when the time comes to establish committees, they will consist of knowledgeable, qualified individuals. To jump start committees, follow this three-step process.

1. Determine the Committees and Focus the Charge

Committee members need not be board members, although the chair of each committee should be a member of the board. When choosing people to serve on committees, it is important to match the talent, experience and interest of the members to the committee's activities. Members should also be familiar with their responsibilities as well as with the school's policies, practices and procedures.

Goals, strategies or tasks related to the board's plan, along with regular responsibilities, are assigned to stand-

The first *Issue-Gram* (Winter 1991) described the leadership needed to sit around the board table and create a governing body with the influence and courage to fashion a vision as well as a plan to fulfill it. The Fall 1991 issue provided a detailed process for crafting a long-term plan for the educational program. This issue presents specifics for organizing working committees of the board.

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ing committees. New committees are initiated to handle other tasks. Each committee writes a clear and simple explanation of its charge as articulated during the board's planning session.

Some standing committee charges and job descriptions:

Budget Committee
Job description: To work with the administrator(s) in developing the budget.

Public Relations Committee
Job description: To inform the total parish community about the efforts and accomplishments of the board and administrator(s).

Development Committee
Job description: To address enrollment, public relations and third-source revenue. (In the beginning, these three areas may belong to one committee but, with increased sophistication, the functions are allotted to separate committees.)

Other committees related to a specific board's plan and tied to current educational issues might be:

Lead Team/Planning Committee
Job description: To initiate the steps in the diocesan long-range planning process.

Legislative Research Committee
Job description: To gather information on local, state and federal legislation which impacts Catholic schools. This group might work in conjunction with the local diocese, the state Catholic Conference, and the U.S. Catholic Conference to keep parents informed of pending legislation and to disseminate information on what course of action these bodies might recommend.

Having an updated statistical profile of the parish or school program is essential to planning. Therefore this committee is suggested:

Statistical Portrait/Information Committee
Job description: To collect and evaluate appropriate statistics that will allow the board to assess past progress, make reliable projections, and chart future directions.

Ad hoc committees, created to accomplish a particular task in a specified time frame, might include the following:

In-service Committee
Job description: To in-service newly elected board members.

Election Committee
Job description: To recruit candidates for future board membership.

Policy Review Committee
Job description: To review current policies and to make recommendations regarding changes, additions or deletions.

2. Set the Strategies

Now that the charge is clear, committees set strategies for assigned goals and determine time lines. A sample form to record this information is shown on page 3.

3. Report

Once the charge is defined and mapped out, committees chip away at the work as they meet between the board meetings. In preparation for this meeting, a written report is sent with the agenda. The expectation to report at each meeting keeps the committee on task.

More Resources for Board Committees

Elementary School Finance Manual (NCEA, 1985) contains valuable information for finance, planning and development committees. **Note:** This publication is out of print, but many schools will already own a copy.

Independent School Management
1316 North Union Street
Wilmington, DE 19806-2594
(302) 656-4944
Publishes *Ideas & Perspectives*, a newsletter for administrators and board members who strive for efficient school operation.

NCEA *Notes* often includes articles of interest to board committee members. The January, 1992 issue contains a detailed discussion of the role and responsibilities of the development committee.

Tips for keeping committees fired up

- ✔ Keep the committee size manageable: 3 to 5 members is a good guideline.
- ✔ Develop a clear and concise charge to keep the committee focused on its task and the timeline for its completion.
- ✔ Recruit non-board members with experience related to the committee's task to provide expertise and community input.
- ✔ Maintain a link with the board by having a board member chair each committee.
- ✔ Hold meetings at a time that will encourage members to get their work done quickly and efficiently, such as the end of the business day, before dinnertime. Committees will be much less likely to stretch a one-hour meeting to three hours if they know they need to be somewhere else. If it fits members' schedules, a breakfast meeting is another good strategy.
- ✔ Promote a sense of ownership by making each committee responsible for its own report. Don't let the administrator present the committees' findings.
- ✔ Keep the board's involvement fun! Socializing shouldn't take the place of the board's business, but an occasional party will help members celebrate their accomplishments.
- ✔ When the committee submits its final report or recommendations, be sure to congratulate the committee members on a job well done!

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Form 1
SWOT FRAME

Strengths	Weaknesses
Opportunities	Threats

Form 2
(Source: George A. Steiner & John B. Miner, *Management Policy & Strategy: Text, Reading & Cases*, NY: Macmillan, 1977, pp. 386-8.)

ISSUE #___

STRENGTH ___ WEAKNESS ___
OPPORTUNITY___ THREAT ___

STATEMENT OF ISSUE
OBSERVATION BASED ON
WE SHOULD

Form 3
A SWOT Summary

An example is given for each category.

I. STRENGTHS	
Factors	*Strategic Implementation*
1. Religious presence	1. Start a Christian service program
II. WEAKNESSES	
1. There is no gymnasium	1. Look to some alternatives such as dance, weight training, use of YMCA pool
III. OPPORTUNITIES	
1. Possible approval of federal choice program	1. Alert parents to contact congressperson
IV. THREATS	
1. Rise in per pupil cost	1. Look for scholarship monies from parishes w/o schools, other religious groups.

Form 4

SCHOOL: _____ SCHOOL YEAR: _____

SAMPLE GOAL SHEET
BOARD MEMBER: _____ DATE: _____

I. PROPOSED GOAL

_____

_____

II. ACTION STRATEGIES
1. _____
2. _____
3. _____

III. RESOURCES NEEDED
1. _____
2. _____
3. _____

IV. UPDATE COMMENTS:

NOVEMBER _____

FEBRUARY _____

MAY _____

V. SUMMARY OF GOAL'S VALUE

_____

_____

_____

Form 5 (Optional)
Goal Worksheet
Member: _____

GOAL	COLLABORATING UNITS/PEOPLE	ACTION STEPS (ACHIEVEMENT MEASURES)	TIME FRAME

Strategy Worksheet

_____Committee

Workshæt for Group Assignment

Goal: _____

Strategies	*By Whom*	*By When*

Resources:

Sample Formats for Committee Reports

Format A:

Title of Committee

Date of board meeting:
(at which report is presented)

Committee members:
(list by name)

Agenda item number:
(corresponds to board agenda)

Situation:
(describe in as much depth as appropriate)

Options:
(list at least two or three options the committee considered, with advantages and disadvantages of each)

Recommendations:
(specify which option is being recommended and why)

Action required:
(define what action is needed by the total board)

Format B:

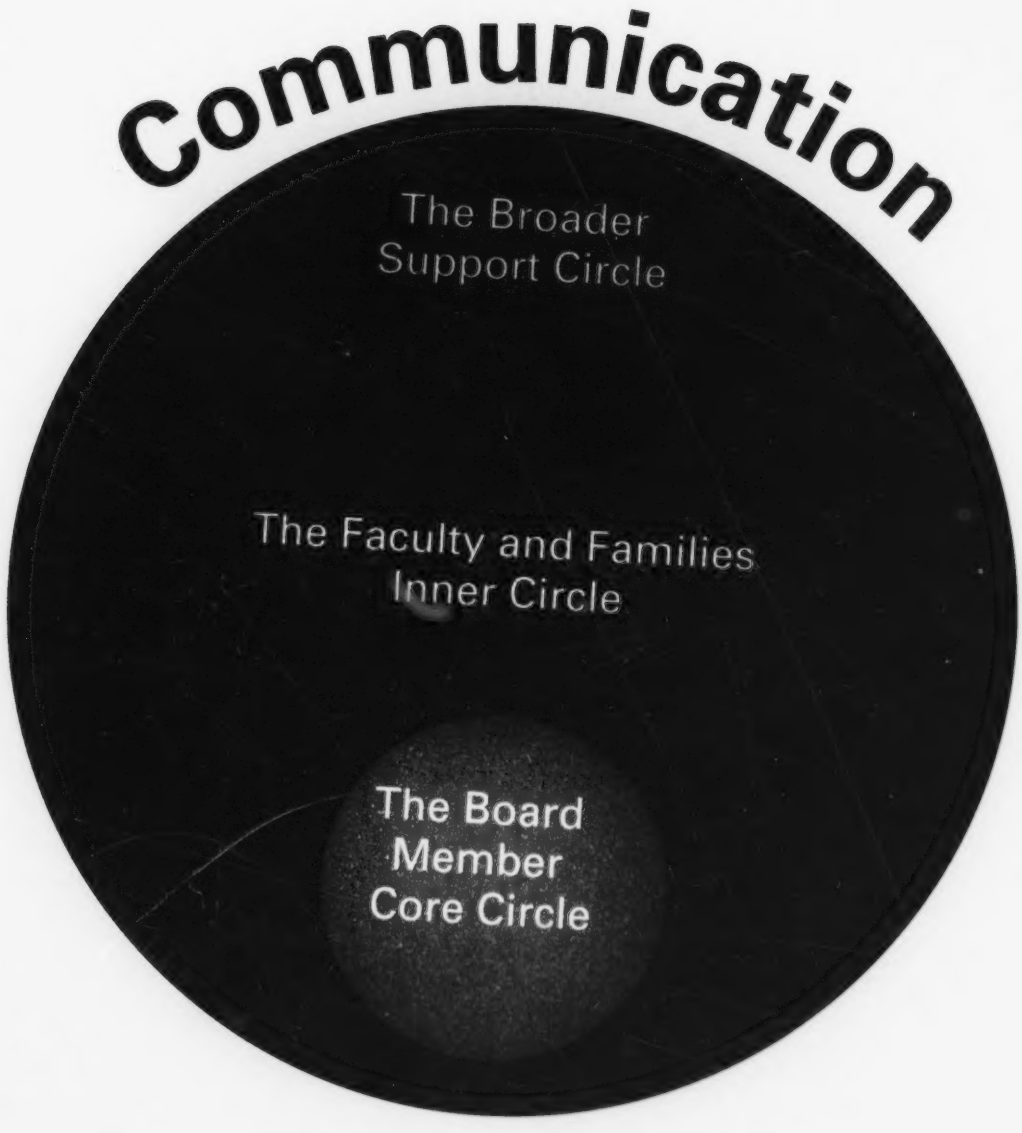
Title of Committee

Date:

Committee Members:

Tasks:
(summary of committee's actions/accomplishments to date)

Actions required by board:



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Core Circle

Who	What	How
Administrator to board	• Achievement/Success • School/Program needs • Crisis • Periodical informal chats • Update and evaluate board policy, decision and application • Diocesan or religious community policy/directives • State/federal laws • Board responsibilities	• Distributes an annual report • Present monthly reports • Send newspaper clippings • Invite and present faculty members at meetings • Tour area as part of board meeting • Make phone calls or go to lunch with members • Explore what the board would like to know about any of the above
Administrator to chair	• Update current issues • Discern future agenda items	• Meetings
Chair to administrator	• Complaints/concerns of constituents • Agenda items	• Meetings
Chair to the board	• Compliments • Meeting management • Conflict resolution • Clarification of misunderstandings	• Compliment committees, board and members • Reflect the thinking of the board back to the board during the meeting • Summarize and move the discussion along • Invite each member to offer his/her opinion • Clarify misunderstandings – Identify problems – listen to each side – come to a common ground with which all accept
Member to member	• Talents • Duties • Vision • Openness • Cooperation without sacrificing values	• Ask for information or offer information • Socialize before/after meetings or special occasions • Display to a member that his/her ideas are useful • Attend in-service • Make differences of opinion known • Be open and encourage others to be open

Inner Circle

Who	What	How
Board to faculty/staff	• Policies/decisions • Congratulations • Contributions the board makes and those that the faculty make	• Distribute/post board minutes. • Conduct administrators' briefings. • Hold annual dinner • Have membership on board attend meetings
Board to parish council, religious community, finance council	• Vision • Values • Plans	• Attend meetings to process board issues, concerns and requests
Board to religious education directors	• Vision • Values • Plans	• Invite agenda items • Send minutes to informal briefings • Schedule meetings over lunch • Share membership on board
Board to parent organization	• Vision • Values • Plans • Policies for input, clarification, and implementation	• Invite to planning sessions • Offer to work on their projects • Membership on board • The chair attends parent meetings • Chair addresses parents
Board to school, families	• Policies for input, clarification, and implementation • Vision • Decision • Plans	• Send newsletters • Conduct formal briefings • Conduct preventions at parent/home school meetings • Send letters
Board to alumni	• Successes • Requests	• Mail newsletters • Encourage membership • Send letters • Conduct phone-a-thon
Board to donors	• Achievements • Supports	• Schedule luncheons • Offer tours • Give briefings/presentations • Publish and distribute an annual report

Broader Circle

Who	What	How
Board to business/ corporations	• Vision, mission, value • Needs, plans • The organization's successes/achievements	• Distribute brochures • Schedule visits • Send press clippings
Board to government	• Request for tax dollars	• Organize writing campaigns • Lobby for requests • Attend legislative briefings • Coalition building • Write and read education articles, etc
Board to media	• Upcoming events • Crisis	• Cultivate interests • Phone in advance of an event with details • Designate a spokesperson to interview and talk to the press
Board to prospective members	• Value, importance, and accomplishments • The organization's achievements/purpose	• Invite to visit school • Interview board members • Invite to be part of focus groups • Invite to serve on board committee
Special interest groups	• The organization's achievements/purpose	• Informal meetings
Other		
Other		

Board Communication Planning Chart

The previous charts presented suggestions for the "who", "what" and "how" to communicate. Your board may want to use the chart as a guide to plan for effective communication with constituents. The following planning charts may be helpful with the planning

Core Circle

Who	What	How
Administrator to board		
Administrator to chair		
Chair to administrator		
Chair to board		
Member to member		

Who	What	How
Board to faculty/staff		
Board to parish council religious community, finance council		
Board to religious education director/board		
Board to parent organization		
Board to school, families		
Board to alumni		
Board to donors		

Broader Circle

Who	What	How
Board to business/ corporations		
Board to government		
Board to media		
Board to prospective members		
Board to special interest groups		
Board to other		

Appendix 5-14

Education Board Self-Evaluation
Rate yourself and your board in each of these categories by circling one of the areas listed below:

A. Outstanding B. Very Good C. Average D. Poor

Area	Self	Board
Membership		
The board includes alumni and business people.	A B C D	A B C D
Members are recruited for talents and connections to the broader community.	A B C D	A B C D
Prior to nomination, members are interviewed to assess commitment, etc.	A B C D	A B C D
Members are "doers and shakers".	A B C D	A B C D
Ownership		
Board members are certain that they are shareholders.	A B C D	A B C D
Board members are involved in crafting and affirming the program's philosophy or mission.	A B C D	A B C D
Members set agendas for the board through long and short range planning.	A B C D	A B C D
Through consensus, members have opportunities to articulate their support or non-support along with reasons why.	A B C D	A B C D
Members receive appropriate recognition.	A B C D	A B C D
Responsibilities		
Board involvement in the budget and finances has positively affected the school's/program's financial health.	A B C D	A B C D
Board involvement in policy ensures justice for staff and students as well as the school's/program's future.	A B C D	A B C D
Board involvement in the mission/philosophy impacts the manner in which it is lived out.	A B C D	A B C D
Board has a plan for its work and plays a leadership role in the schools/program's strategic plan.	A B C D	A B C D
Rate the board's programs for:		
– Board plays a strong role in development.		A B C D
– Board is active in marketing.		A B C D
– Board is active in public relations.		A B C D
– Board actively recruits students.		A B C D

Estimate the percent of time spent on each area:

_____Budget and Finances	_____Policy	_____Mission/Philosophy
_____Planning	_____Development	_____Marketing
_____Public Relations	_____Student Recruitment	

Board Goals								
Area	**Self**				**Board**			
Goals are set annually.	A	B	C	D	A	B	C	D
Goals are assigned to committees.	A	B	C	D	A	B	C	D
Goals flow from the mission.	A	B	C	D	A	B	C	D
Accomplishment are celebrated.	A	B	C	D	A	B	C	D
List board goals here and rate the board's achievements in each.								
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
Committees								
Committees are established.	A	B	C	D	A	B	C	D
Committees have specific charges and goals.	A	B	C	D	A	B	C	D
Committees have scheduled and productive meetings.	A	B	C	D	A	B	C	D
Committees submit regular reports sent with agendas.	A	B	C	D	A	B	C	D
Committee membership has the needed expertise.	A	B	C	D	A	B	C	D
Communications Board develops and implements a plan to communicate with:								
– One another	A	B	C	D	A	B	C	D
– With faculty	A	B	C	D	A	B	C	D
– With families	A	B	C	D	A	B	C	D
– With businesses, corporations, government, media, etc.	A	B	C	D	A	B	C	D
Mission								
Members are familiar with the mission/philosophy.	A	B	C	D	A	B	C	D
Members are committed to the mission.	A	B	C	D	A	B	C	D
Decisions, policies, etc, reflect the mission/philosophy.	A	B	C	D	A	B	C	D
Resources are targeted to support all aspects of the mission.	A	B	C	D	A	B	C	D
Meetings								
Frequency of meetings has been determined.	A	B	C	D	A	B	C	D
A calendar of meeting topics has been set.	A	B	C	D	A	B	C	D
Members have been trained in conflict management skills.	A	B	C	D	A	B	C	D
Agenda is prepared with time allotments and expected outcomes.	A	B	C	D	A	B	C	D
Each member is prepared and participates.	A	B	C	D	A	B	C	D

Meetings (continued)								
Area	**Self**				**Board**			
The room is prepared prior to the meeting.	A	B	C	D	A	B	C	D
The chairperson keeps the agenda moving within the set time frames.	A	B	C	D	A	B	C	D
Training								
Needs are assessed with input from members.	A	B	C	D	A	B	C	D
The board develops an in-service calendar for the year.	A	B	C	D	A	B	C	D
15-minute in-service sessions are conducted at the beginning of all meetings.	A	B	C	D	A	B	C	D
Members are encouraged to attend in-service.	A	B	C	D	A	B	C	D
The board is a member of NABE (National Asscoiation of Boards of Education)	A	B	C	D	A	B	C	D
Members are encouraged to attend national meetings.	A	B	C	D	A	B	C	D
Funds are designated for board development.	A	B	C	D	A	B	C	D
Achievements								
List and rate your achievements	**Self**				**Board**			
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D
	A	B	C	D	A	B	C	D

Board's Assessment of the Administrator's Service to the Board
The administrator rates him/herself, and the board rates the administrator in each area.

Area	Administrator				Board			
Gives Direction								
Together, the administrator and board chair build the board's agenda.	A	B	C	D	A	B	C	D
The administrator identifies school needs for the board's attention.	A	B	C	D	A	B	C	D
The administrator offers ideas for the board's in-service opportunities.	A	B	C	D	A	B	C	D
The administrator prepares an initial school budget draft.	A	B	C	D	A	B	C	D
The administrator makes policy recommendations for board formulation.	A	B	C	D	A	B	C	D
Provides Information								
The administrator prepares a written report for each board meeting.	A	B	C	D	A	B	C	D
The administrator informs the board about process/es for evaluation of the curriculum.	A	B	C	D	A	B	C	D
The administrator keeps the board informed regarding results of national and/or diocesan testing programs.	A	B	C	D	A	B	C	D
The administrator informs the board about school-wide problems or concerns.	A	B	C	D	A	B	C	D
The administrator invites the board and provides opportunities for the board to participate in special activities and events, i.e., graduation, Catholic Schools Week.	A	B	C	D	A	B	C	D
Relationship With Board								
The administrator gives to the board and its individual members public loyalty.	A	B	C	D	A	B	C	D
The administrator sees that the board has adequate clerical assistance and help with arrangements for its activities.	A	B	C	D	A	B	C	D
The administrator assists in recruiting new board members.	A	B	C	D	A	B	C	D
The administrator sees that committees have adequate assistance (data, personnel, materials) to carry out their tasks.	A	B	C	D	A	B	C	D
Demonstrates Accountability								
The administrator is responsible for fulfilling his/her job description in a satisfactory manner as it relates to the board.	A	B	C	D	A	B	C	D
The administrator is responsible for implementing local and diocesan policies.	A	B	C	D	A	B	C	D
The administrator is responsible for completing the tasks assigned as an outgrowth of the board's formal goal setting sessions.	A	B	C	D	A	B	C	D
The administrator is responsible for compliance with diocesan guidelines.	A	B	C	D	A	B	C	D

Appendix 5-15

Developing an Agenda for the Board Meeting

Leader's Notes

Developing an Agenda for the Board Meeting

The purpose of this lesson is to give the group some new insights and skills building agendas which better focus meetings and make them more productive.

A. Ask board members to read Section A and revised Section C before the meeting. Schedule the board's study time at the end of the meeting of this lesson.

B. At the board meeting, give the members a moment to read the introductory paragraphs of section B. Then begin to build the next meeting's agenda using the steps outlined. Use newsprint or chalkboard to list the ideas offered in step 1. Draw a line through each item in step 2. Put parentheses around any item that the group (at step 3) says should be postponed.

Number the items by the order the group suggests at step 4. Write after each of the numbered items the name of the person who will be responsible for it. (step 5)

Use a new sheet to list the background information that is asked for at step 6. Add the name of the person who will get it ready. Add a short note on how it will be sent (e.g., "with agenda").

Remind the group that this has been an exercise in learning to build more effective agendas and that the president (or principal, or agenda committee) still has the option of making changes in the group's agenda for the next meeting. (New needs may arise in the mean time, for example.)

*School Board Study Programs, Board Member's Manual Series, The National Catholic Educational Association

The purpose of this lesson is to give the group some new insights and skills in building agendas which focus meetings and make them more productive.

Section A

Agenda Formats

Here are three agendas. Believe it or not, they are for the very same meeting. The first generally follows the Robert's Rules of Order format which is probably quite familiar to you. The second lists topics. The third gives a more detailed outline of the items to be dealt with. Read them through. Then go on to the question at the end.

Agenda 1

1. Prayer
2. Approval of minutes
3. Correspondence
4. Committee reports
5. Old business
6. New business
7. Other

Agenda 2

1. Prayer
2. Approval of January minutes
3. Budget; tuitions
4. Tuition prepayment
5. Policy on separated parents
6. Religion test
7. Enrollment Committee report
8. Principal's report
9. Monthly financial report
10. President's report
11. Diocesan School Board report
12. Open session

Agenda 3

1. Prayer
2. Report on the religion test taken in November by eighth grade students (Ms. Jackson)
3. Open session (20 minute limit)
4. Approval of January minutes
5. Review of preliminary budget; determination of tuition rates for next year. (See Finance Committee recommendations).
6. Second reading and vote on proposed policy P-17: "In situations of divorced or separated parents, the parent who does not have custody will, on request, be entitled to general information on the child's progress." (Mr. Lohr)
7. Discussion: Would we want to adopt a tuition prepayment policy as a possible means of dealing with delinquent tuition?
8. Principal's report (Mrs. Baker)
9. President's report (Mr. Diehl)

Note enclosures: January minutes, preliminary budget and tuition proposal, principal's report, monthly financial report, Diocesan Board report, Enrollment Committee report.

Please suggest three reasons why Agenda 3 is more likely than Agenda 1 or 2 to bring about a productive and efficiently run meeting.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Section B

Agenda Preparation

Hopefully, your study of Section A and C of this lesson plan gave you some insight into the role an agenda can play in helping the group's members prepare for and participate in a meeting and in controlling the length and direction of a meeting. A well done agenda becomes a blueprint for efficient use of a group's time.

Constructing an agenda is the joint responsibility of the principal and the board president. However, as a group build a preliminary, tentative agenda for your next meeting.

Step 1

Make a group of items that might be included in the next agenda. To prod your thinking, how about:

- Items carried over from this meeting.
- Committee reports due.
- Future events or deadlines coming.
- Long range needs or plans.
- New programs or special events happening in the school.

Step 2

Identify the items on the list which require neither discussion nor action by the board, but are merely intended to inform. These can be taken care of by written reports; delete them. Ask the president or principal to contact the people involved and request written reports.

Step 3

Make a judgment: Can the rest of the items be reasonably handled in one meeting of a decent length. If there are too many, delete some. (Put them off until a later meeting or take care of them in another way.)

Step 4

Arrange the remaining items in some logical order. Here are a few norms:

- Schedule participating guests early so they don't have to stay for "all your dull business" unless they choose to.
- Schedule the most difficult item late enough so the group has developed some momentum but early enough so that people are not too tired to give their best to it.
- Avoid putting two difficult or controversial items back to back.
- If the same person is doing two lengthy items, separate them on the agenda. This gives the person and the group a rest.
- Put expendable (or postponable) items at or near the end so they can be dropped if the meeting going too long.
- Vary the order from your usual patter. (Ever try putting the prepared prayer at the end?)

Step 5

Assign responsibility for each item. (Also, or course, be sure the person assigned knows that he or she is responsible!)

Step 6

What background information on each item would be helpful for board members to have ahead of time so that they can make a wiser, more expeditious decision? Who will get it ready? How will it be sent? (Notice that an agenda of this type, with supporting information, must be sent early so members will have time to read the materials.)

SECTION C
Analysis of an Agenda

Here are some observations about the "Agenda 3" model which you examined earlier.

Easy to take at the beginning. Not easy to put in writing. Builds enthusiasm. Lets the teacher (Ms. Jackson) go home early.

Agenda 3

1. Prayer
2. Report on the religion test taken in November by eighth grade students (Ms. Jackson)
3. Open session (20 minute limit)
4. Approval of January minutes
5. Review of preliminary budget; determination of tuition rates for next year. (See Finance Committee recommendations.) (Mr. Carney)
6. Second reading and vote on proposed policy P-17: "In situations of divorced or separated parents, the parent who does not have custody will, on request, be entitled to general information on the child's progress." (Mr. Lohr)
7. Discussion: Would we want to adopt a tuition prepayment policy as a possible means of dealing with delinquent tuition? (Mr. Carney)
8. Principal's report (Mrs. Baker)
9. President's report (Mr. Diehl)

Provides parents an opportunity to speak to their boards. (They also can go home early; compare to Agenda 2 where they got a chance but only at the end.) Time is controlled for the board's convenience.

Copies sent ahead. No need to read them at the meeting.

A "heavy." Information sent to board members in writing cuts down presentation time and helps them to formulate questions and preliminary judgment.

Note: Helpful information (reprint of the proposal) put right into the agenda sheet.

Wording an item as a question does wonders to clarify what the board is supposed to decide. (Compare this to item 4 in Agenda 2—"Tuition prepayment"—which gives no clue about what the board will be asked to do or why.)

Note enclosures: January minutes, preliminary budget and tuition proposal, principal's report, monthly financial report, Diocesan Board report, Enrollment Committee report.

May take an extra stamp, but makes for more productive, less boring, and shorter meetings! By contrast in "Agenda 2" items 6 through 11 were reports—potentially long and deadly—with no board involvement or decision needed after item 5.

I.e. whatever part can't put in writing ahead of time.

Note: Relatively little of the talking at this "Agenda 3" meeting will be done by the president or principal.

Is the agenda for your board meeting posted in a prominent place in the parish well ahead of the meeting?

Why would an agenda like "Agenda 3" be more likely than one like "Agenda 1" or "Agenda 2" to promote parish interests in school board meetings?

Appendix 5-16

What We Do to Keep Our Group Working Together

Goal: To look at those actions which help a board work on a task and build board cohesiveness. Suggestions: As part of a training session, your board can ask several people to observe and note which board members use which behaviors. Or you may want to record how often you use each particular action during a meeting.

	Group members					
Actions which build group cohesiveness	1	2	3	4	5	6
Harmonizing – tries to reconcile disagreements and reduce tensions						
Gate keeping – encourages others to participate; helps keep channels of communication open						
Encouraging – is warm, friendly, and responsive to other group members through verbal and non-verbal messages						
Compromising – admits own mistakes; willing to change/modify position in the interest of the group task and cohesion						
Checking – to see if people are pleased with the way the group is working and the procedures that are used						
Sensing – willing to share personal feelings with group, encourages others to express their feelings						
Actions which help the group work on the task						
Initiating – helping the group get started; suggesting tasks, goals, ideas, procedures						
Asking – requesting ideas, information, opinions about the task at hand						
Clarifying -- clearing up confusion by defining or explaining the terms, problems, ideas, suggestions; giving examples, suggesting alternatives						
Summarizing – pulling together related ideas, suggestions, information; suggesting a decision or conclusion						
Testing – checking to see if the group has come to consensus regarding a decision or conclusion						

Based on work originally done by Benne and Sheats Source: Gaining Momentum for Board Action, *© Trost/Rauner.*

Appendix 5-17

Necessary Rules for Champion Board Meetings

1. **Determine the frequency of meetings**
   Setting a specific day of the month for board meetings seems the best way to avoid forgetting about meetings and spending a great deal of time synchronizing calendars. Members know from the get-go that the first Monday of each month is board night.

2. **Set a calendar of meeting topics**
   Assign a topic per meeting in advance, giving members the time to prepare. This also ensures that important topic get handled with the needed attention, time and thoughtfulness. The executive committee should prepare a twelve month calendar of board topics. For example, different stages of the budget development are scheduled in this way.

   October - board presents guidelines/assumptions to the budget development committee.

   December - committee begins actual preparation of annual budget.

   January - principal presents to the board finalized enrollment and staffing assumptions, including salary schedules and fringe benefits.

   The complete schedule for budgeting is found on page 28 of *Building Better Boards*.

3. **Learn and implement conflict management skills**
   Board members need to be prepared to handle conflict. Members agree to help one another identify problems creating the conflict. They listen carefully to determine a common ground, goal, end result and individual needs, that both conflicting parties can live with. The group works for compromise or consensus. Throughout the process the chair takes the lead as the board walks through these steps. In case of a stalemate, a facilitator may be needed.

4. **Agenda has time allotments and goals of the meeting/outcomes**
   Prepare and disseminate a detailed agenda prior to the meeting.

5. **Evaluate the meeting prior to adjournment**
   This can be a simple verbal evaluation. Each member identifies pluses as well as areas in which improvements are needed.

THE NATIONAL ASSOCIATION OF BOARDS OF CATHOLIC EDUCATION

ISSUE-GRAM

National Catholic Educational Association

Vol. 5 No. 2 Summer/Fall 1995

Introduction

In her book *Sharing Wisdom*, Mary Benet McKinney, O.S.B., presented an alternative to the business model of decision making. One that encourages participation and collaboration by everyone.

One that builds on the belief that the presence of the *Spirit* is in and with each person called to be and to build church...those individuals "whose lives of growth in holiness allow them to *be* church and whose commitment to ministry calls them to *build* church."

Nearly a decade has passed since *Sharing Wisdom* was published in 1987. Time, however, has not diminished the efficacy of Sr. McKinney's observations. To assist commissions, boards and councils translate her model of decision making into everyday practice, this and the next *Issue-Gram* address spirituality-based *management by consensus*. In fact, Sr. McKinney launches this special focus. Study her article beginning this page carefully for valuable insights into a prayerful, church-oriented approach to group decision making.

This *Issue-Gram* is helpful in other ways as well. Learn how one school improved cash flow *and* parental morale with the SMART Tuition Management Program. For tips on preparing new board members, review the National Association of Boards of Catholic Education's "orientation kit" on page two.

See page seven to learn how you can participate more fully in the vision and leadership for Catholic education by nominating a regional representative to the National Association of Boards of Catholic Education Advisory Committee. I must receive all nominations by November 15.

Regina Haney, O.S.F.
Editor, Issue-Gram
Executive Director
National Association of Boards of Catholic Education

The Spirituality of Decision Making

by Mary Benet McKinney, O.S.B.

***Editor's Note:** Author of the faith-filled book* **Sharing Wisdom,** *Sr. McKinney just completed nine years as prioress of the Benedictine Sisters of Chicago. She is an experienced educator/administrator and a management consultant for Church Systems, working with diocesan and parish councils as well as their staff members. Watch for more of her inspiring material in the forthcoming handbook,* **Making Commissions Work.**

Mary Benet McKinney, O.S.B.

Let's start at the very beginning. Board membership and participation are two ways the laity take their share of the responsibility for the teaching mission of the church. To accept membership on a board is to respond to a call to ministry, recognizing that board activity is more than policy development, strategic planning and financial accountability. The first priority of any board is to nourish and strengthen the parish community and to model church.

This does not mean, of course, that the board is not about policy development, strategic planning and financial accountability. It is. *But it's about more.* And that "more" is what makes a church board different from boards in the public sector. There is a scriptural, spiritual and theological dimension to this ministry that needs to be understood and embraced.

A Ministry Firmly Established in Scripture

"Whenever you come together," Jesus promises in the Gospel of Matthew, "I will be with you." Again he says at the conclusion of that Gospel, "My Spirit will be with you always." We will never be orphaned, never left without the Spirit...as the universal church, as individuals or as groups such as boards trying to serve the mission of Jesus. The promise is clear. The Spirit is available to us. Each of us is given a piece of the wisdom. The challenge is to recognize that awesome reality both in ourselves and in one another.

We can say it another way. The Spirit teaches, cares, calls, challenges, affirms, touches and loves us in the daily experiences we call life. God is the God of our lived experiences. If we are attentive, if we allow life to speak to us, wisdom will be ours. However, it will only be our little piece of the wisdom coming from the limited experiences of our own lives.

God is also the God of the gathering, speaking through the many voices

continued on page 3

Inside...

SMART Tuition Management 2
Board Member Orientation 2
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Tuition Management Programs

A Winning Combination For Schools, Parents and the Children

With tuition and fees representing more than half of a Catholic elementary school's funding, a cash management program that expedites collection makes good business sense. One that keeps parents smiling is even better yet!

If that sounds too good to be true, try convincing Rosemarie Robinson, O.P., otherwise. She is principal of Our Lady of the Elms, a three-school campus in Akron, OH, that switched from an internal collection program in 1989 to one coordinated by an outside tuition management services firm.

"Our system was very time consuming," she explains. "The number of delinquent accounts created serious financial difficulties, not to mention the 'public relations' headaches that come with collecting from these strapped families."

Today, Sr. Robinson reports that tuition collection consumes only a small amount of time. "Only the amount of time at the beginning of each year," she indicates, "to select an installment plan and provide information on the amount of tuition owed by each family." Her schools develop this information for SMART Tuition Management Services, a private, national firm located in New York City that similarly serves hundreds of other Catholic schools.

She's even more pleased with the results. "A significant amount of tuition payments arrive on time," she comments. "By June, less than one percent are outstanding."

The cash availability is critical to an enterprise such as Our Lady of the Elms. Sr. Robinson oversees the operation of three schools with per student tuitions ranging from $2,965 in preschool up to $3,900 in high school (grades seven through 12). Elementary school (grades one through six) tuition lists at $2,870. In all, Our Lady of the Elms serves approximately 600 students.

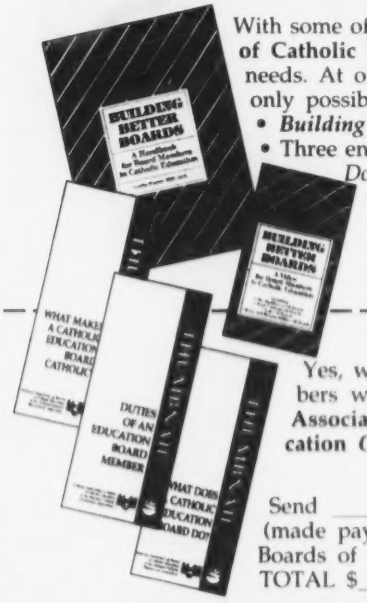
"The parents are pleased, as well," she adds. "SMART representatives treat everyone politely and with dignity. Parents also appreciate the option to pay in one lump sum or to pay by installment." Sr. Robinson reports that about one in four families fulfill their complete tuition obligation up front and directly to the school.

The National Catholic Educational Association (NCEA) has long recognized the importance of tuition management, a vital component of every Catholic school's fiscal stability. In fact, SMART is the only tuition management company that NCEA endorses.

Currently, Catholic schools of all sizes and grade levels in over 100 dioceses use SMART and have experienced results similar to Our Lady of the Elms.

Schools interested in obtaining more information can call SMART, toll free 1-800-SMART-08.

Improve New Board Member Performance With Orientation Kits for Board Members.


BUILDING BETTER BOARDS
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WHAT MAKES A CATHOLIC EDUCATION BOARD CATHOLIC
DUTIES OF AN EDUCATION BOARD MEMBER
WHAT DOES A CATHOLIC EDUCATION BOARD DO?

With some of the most up-to-date information available, the **National Association of Boards of Catholic Education** ***Orientation Kit*** contains all the resources any new board member needs. At only $55.00 each, your board will reap the benefits for years to come that are only possible with informed, active members. The ***Orientation Kit*** includes...

- ***Building Better Boards*** handbook and video (a $12.00 and $29.95 value, respectively)
- Three entries from ***A Board Members' Thumbnail Series...****What a Catholic Education Board Does, Duties of an Education Board Member* and *What Makes a Catholic Education Board Catholic* (all three, an $18.00 value)

Please send your order to NCEA, 1077 30th Street, N.W., Suite 100, Washington, D.C. 20007; or fax (202) 333-6706, attention Regina Haney, O.S.F.

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The Spirituality of Decision Making

continued from page 1

and many experiences of those gathered in God's name. If we can trust our own wisdom, we can trust one another's. If we can recognize that we do not have *ALL* of the wisdom (that is God's prerogative!), we will be open to the wisdom of others. We will also realize that every person's wisdom will be a bit or a lot different because every person has lived life differently.

It is this kind of practical theological insight that will enable us to use a church model of decision making rather than the business parliamentary model that leads to so many power struggles and win-lose experiences.

Strengthened by Faith

First, however, we need to reflect on the spirituality that flows from and nourishes life in the Spirit. Our God is a personal God. A God who walks the daily journey with us. A God who is present to us even in those times when we seem not to be present to God.

"The Word was made flesh," we often read and pray. True. But equally true is the theological statement that the Word **IS** made flesh. Incarnation continues to happen because you and I live. In fact, the greatest presence of the Incarnate God is another human being! We hear God when we listen to one another. We touch God when we embrace one another. We learn about God when we learn about one another. And we find the God who cares and calls, who challenges and affirms, who touches and loves, deep within ourselves, waiting to be heard.

Key, then, to trusting our own wisdom as well as the wisdom of others, is an intimate relationship with *the Spirit*. We are called to process our daily life, to pay attention to what the Spirit is trying to teach us and how the Spirit is trying to form us.

Processing life involves three things.

- Discovering our personal prime time.
- Locating a God space.
- Being faithful to a method of reflection that fits our personality.

Processing life requires a daily discipline and a relatively small amount of time. It demands a desire to grow spiritually and a willingness to risk the loving activity of the Divine Potter.

Prime time is that time of the day or night when our heads work best; when we are most alert and alive. It is different for different people. Some folks, we call them morning people, actually wake up when they get up in the morning. Others don't do so well in the morning. We are night people. We come alive in the early evening or later.

The point is that each of us needs to identify our own prime time and then carve ten or fifteen minutes out of it each day to recall and reflect on the events of the past 24 hours and how God has walked the journey with us.

A God space is a place where nothing can get to us for those few minutes. We move away from people, phones, TV, radio, whatever. Such spaces may seem hard to find. In fact, they may already be a part of our daily routine. Do you jog? Or take walks with the dog? Do you drive by yourself? Is there a place in the house that is yours? Or a church or chapel near by?

Find your God space and claim it. Let others know that this is your space and your time. Even my dog seems to sense when I am in my prayer space and seldom disturbs me!

The third ingredient for processing life is how you do it. Again, this is very personal and largely depends on your preferred style of thinking.

For example, introverts are people who live within themselves. They think while they think and so they pray while they think. They center themselves and get in touch with the God within.

Extroverts don't function the same way. They think while they talk; so they must pray in some verbal way. Extroverts talk out loud to God and often they need to hear God's response to them out loud, even if it is their own voice speaking the words for God. Extroverts also tend to be faithful journal keepers. That is another way to externalize the conversation.

The point is: figure out the method that works for you. Communicating with your God is what's critical. Each day you are asking God about the events of the past day. "How were you calling, touching, challenging, loving me, Lord?" Then you must LISTEN and allow God to answer the questions.

Calendar of Events

In September...

Coming to Philadelphia for the Convention? Like to participate as a chairperson? As a chairperson, you have the opportunity to introduce a convention speaker. Interested board members are urged to contact Patty at (202) 337-6232 for a chairperson form.

Awards to Outstanding Boards of Catholic Education nomination forms available.

In November...

15th deadline for advisory committee nomination forms (see page 7 of this *Issue-Gram*)

In January...

NABE members receive ballots to elect Regional Representatives.

In February...

1st deadline for Regional Representative ballots
deadline for awards nominations

In March...

1st notification of award recipients and advisory committee elections

In April...

9-12 NCEA Convention (Philadelphia, PA) ...to be attended by new **advisory committee members** ...NABE Awards to Outstanding Boards of Catholic Education presented on Wednesday evening, April 10, 1996.

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Trust the God who speaks to you through Scripture. Trust the God who speaks to you through your imagination. Trust the God who speaks to you as you write in your journal. Trust the God of your lived experience!

Processing life enables us to approach every facet of life from the vantage point of the wisdom of the Spirit. It nurtures our desire to live out of a faith stance and to be the holy people we are called to be by our baptism. It doesn't guarantee success; but, it points us in the right direction.

Enter church and ministry in church where we meet the God of the gathering. We come together as boards of Catholic education. We each bring our own expectations, our experiences, our talents and our personal agendas. We come in good faith to serve the church, to serve the parish and to do what is best for the programs that we are asked to support.

All too often, however, the personal agendas conflict and people start to compete rather than to cooperate. We find ourselves in win-lose situations that are not very comfortable and that don't meet our expectations for what church should be about. What goes wrong? Or, as someone put it to me years ago, "Why do we have to fight in church about church?" We don't. But we will unless we learn to deal with issues and make decisions within a model that allows the Spirit to work with us.

A Model for Decision Making

I call this model a "shared wisdom" model of decision making. The basic concept is very simple. Everyone in the group, by virtue of their baptism and their commitment to this ministry, shares in the wisdom. To the degree that each person can interact and be heard, the group will come closer and closer to the wisdom the Spirit has to share with this group at this time.

The implications are many. For starters, each member of the group must be willing to share his or her wisdom. The luxury of sitting on one's

wisdom is not allowed. Neither is it acceptable to shove wisdom! The challenge is two-fold.

- Trust that your own wisdom will be heard and find its place in the final decision.
- Trust the wisdom of every other member of the group and its place in shaping the final decision.

Listening is critical to the model's success. The discerning tradition, from which this shared wisdom philosophy is taken, speaks of this as "hearing with the ear of the heart." It demands that we listen with openness. That we respect the opinions of others and treasure their wisdom.

It also gives us the freedom not to panic. We don't have to be afraid of the opinions or ideas of others because theirs, like ours, is only one piece of the wisdom.

All too often we listen only to defend our own ideas or we listen to people through filters developed by negative experiences from the past or the reputations that have preceded the speakers. We must learn to let go of those filters and listen, instead, for the wisdom of the Spirit coming through the lived experience of the speaker. Granted, this is a faith stance. But, then, we are about church, are we not?

Preparation Makes All the Difference!

Preparation for meetings is a key ingredient of this model. Everyone involved needs adequate information prior to the meeting. What is adequate? Whatever it will take to enable the members to think and pray through the agenda in order to have their own personal wisdom in place. And that is what starts the process.

Everyone is given a chance to share while the others listen. No arguments or debates take place until all the initial wisdom is out. After the chair summarizes all that has been shared, the group takes time to reflect, considering the new ideas and information that resulted from the sharing.

The sharing can then continue. This kind of cyclical process is repeated until it becomes evident that some degree of consensus is beginning to happen. It then becomes important to ask those in the minority why they feel differently. Their insights are explored, often resulting in another round of reflecting and sharing.

The aim is to reach a consensus that everyone can support and implement. It does not mean that everyone will be equally thrilled with the final decision. But it will be seen as the best this group can do at this time. Or, to say it another way, *it will be the closest this group can come to hearing and responding to the God of the gathering, the Spirit among them.*

Such a process will not work without prayer and faith. It is important for a board to be able to pray together, to celebrate Eucharist together and to share faith. Annual days of retreat, sharing Scripture and taking time to ask for the guidance of the Spirit as the group struggles with decisions are all necessary and helpful means to call the group to its mission.

To serve on a board is to be called to an important role in today's church. It is also to be called to ministry and a new depth of personal spirituality. Without this dimension, boards may support education programs and develop policy. But they will not build church!

*Planning Prayer Experiences**

***Editor's Note:** In* **Sharing Wisdom,** *Sr. McKinney offers a number of practical suggestions on a variety of topics, including prayer. We hope you find the following excerpt a helpful way to incorporate prayer into board meetings.*

Most groups have the custom of beginning a meeting with a Scripture reading, a formal prayer, or perhaps some petitions. I have often wondered, as I have participated in opening prayers, if such prayers did much more than get all the people mentally into the room. If the opening prayer is not a genuine expression of prayer but merely a way of beginning the meeting, it may be just as helpful simply to have a time of quiet in which to center oneself, to get in touch with all the distractions and concerns that have been a part of the day and attempt to let them go, and to ask the Spirit to be present to oneself and to the group.

What is important is not *when* the group prays but that prayer is made a priority. Therefore, time must be given to its preparation as well as to the actual praying. It may be the spiritual leader who prepares the prayer, or other members in the group may desire the opportunity to do this.

It is my suggestion that prayer be scripturally based. I therefore offer some Scripture references that might be helpful in planning prayer experiences. All of these have some reference to the presence of the Spirit in our lives or in our assemblies.

Deuteronomy 30: 11-14
Proverbs 8: 1-12
Proverbs 8: 32-35
Wisdom 6: 12-16
Isaiah 50: 4-5
Romans 5: 5
Romans 8: 9
Romans 8: 14-16
1 Corinthians 1: 21-25
1 Corinthians 2: 3-16
1 Corinthians 12: 4-11
2 Corinthians 1: 21-22
Colossians 1: 27-29
1 John 2: 20
1 John 2: 27
1 John 4: 2-3
1 John 4: 13

One of the groups that I worked with developed the following prayer that all its members prayed frequently during the months of discerning a community decision. I offer it as an example of the kind of prayer that personalizes where the group is and what it is feeling and needing.

Prayer to the Holy Spirit

Loving God, we come to you seeking your preference in our lives.

Fill us with your spirit of quiet listening, faith-filled freedom, and generous response.

Touch our minds and hearts so that we may have eyes to see and ears to hear what you ask of us in our ministry.

Heal us that we may heal each other through your compassionate love and mercy.

This we ask in the name of your Son, Jesus, and his Holy Spirit.

Amen.

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* from *Sharing Wisdom* by Sr. Mary Benet McKinney, OSB ©1987 Tabor Publishing, Allen, TX 75002.

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THE NATIONAL ASSOCIATION OF BOARDS OF CATHOLIC EDUCATION

ISSUE-GRAM

National Catholic Educational Association

Vol. 6 No. 1 Winter/Spring 1996

Introduction

This edition of *Issue-Gram* brings you the conclusion of Sr. Mary Benet McKinney's two-part discussion of spirituality-based management by consensus. In the previous issue (Summer/Fall 1995), Sr. McKinney addressed the scriptural, spiritual and theological dimensions of Catholic education board membership; these dimensions are critical elements that distinguish this governing body from its public sector counterpart.

In her article, this inspiring author also presented a "shared wisdom" model of decision making. Now, in this second and final installment, she dispels the misconception that consensus means "complete agreement." Furthermore, Sr. McKinney offers four "helpful hints" to [illegible] through consensus. We hope you enjoy and learn from this and her previous article in your preparations to *build and nourish Church.*

As an added bonus, we have included another prayer that your organization may want to adopt or adapt. Use the *structural/organizational audit* as an informative handout to direct your journey towards a spirituality-based management by consensus.

You will also want to turn your attention to page four to learn more about the upcoming NCEA convention in Philadelphia. This *Issue-Gram* highlights those activities of special interest to members of the National Association of Boards of Catholic Education.

And, as you read this *Issue-Gram*, be sure to note the wide variety of informative and instructional materials available from the National Association of Boards of Catholic Education. All are available to help guide and support your efforts.

Regina Haney, O.S.F.
Editor, Issue-Gram
Executive Director
National Association of Boards of Catholic Education

Decision Making in a Church Model

by Mary Benet McKinney, O.S.B., D.Min.

Editor's Note: Author of the faith-filled book **Sharing Wisdom,** *Sr. McKinney just completed nine years as prioress of the Benedictine Sisters of Chicago. She is an experienced educator/administrator and a management consultant for* **Church Systems,** *working with diocesan and parish councils as well as their staff members. More of her inspiring material appears in the National Association of Boards of Catholic Education-published handbook,* **Making Commissions Work: A Handbook for Parish Religious Education Boards/Commissions.** *Order this book on page 7.*

Top photo: Diocesan board members in St. Augustine, FL share the wisdom.; Bottom photo: Fr. Dennis Trausch and Sr. Mary K. O'Brien, BVM, (Middle) and Ann Moore, CND, are advisory committee members for the National Association of Boards of Catholic Education.

For many years I have been traveling around the country and beyond, sharing my insights and experience with boards and pastoral councils, while emphasizing my convictions that there is, indeed, a specific process for making decisions in church structures. It is a model that is graced because it looks to the Spirit present in the group that is making the decision.

Allow me to explain. This is more than taking time, individually or as a group, to invoke the Spirit and pray for guidance. This is, rather, recognizing the Spirit in the wisdom that comes from lived experience. *It is learning to listen to the God of the Gathering!*

In the gospel according to Matthew, Jesus makes two great promises. He assures us that whenever we come together...to pray...to break bread...to be about the building and nourishing of Church...He will be with us. Then, at the gospel's conclusion, Jesus tells us in a simple sentence what baptism is all about when He says, "I will be with you always!"

These gospel promises form the theology of this model of decision making which I have come to call **SHARING WISDOM.**

Our Mission and the Church's: One and the Same

Those of us who serve on boards of education or education commis-

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Structure/Organization Audit 5
Valuable Resources 7

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Hearing God's Call

Editor's Note: This prayer and the introductory comments are excerpted from **Sharing Wisdom** *by Sr. Mary Benet McKinney, O.S.B., D.Min. (publishers: Tabor Publishing, Allen, TX 75002, ©1987)*

"Hearing God's Call" could be done within the context of a regular meeting. It is an effort to touch God who calls us through our own lived experiences and thus to recognize His call in whatever form it takes. The connection between this and responding to the God of the Gathering is obvious.

It would facilitate this experience if everyone had paper and pencil before beginning the call to prayer.

Leader: Lord God, we come together to hear Your Word.

All: Open us to Your Spirit, Your call, Your love.

Scripture Reading: *1 Samuel 3:1-11*

Leader: Many times in our lives God calls us. Sometimes we don't even hear His call. Other times we hear it but we are not at all sure where the call is coming from or what it means. During this prayer experience, we will have a short time to get in touch with God's call in our lives.

Please consider, for a minute or two, some "intersection" in your life, that is, some time when there were two options for you—to go to college or to get a job, to move to this city or to that one or to this parish or another one, to become active in your parish or to be just a "member." *(Pause for a few minutes.)*

Jot down on your paper what "intersection" you want to consider. Now, list the possibilities that were available to you at that intersection and circle the option you chose. *(It would be helpful if you [the leader] would share your intersection, the possibilities, and the option chosen.)*

I now invite you to carry on a dialogue with God. It will probably help you if you write your dialogue. However, if writing gets in the way, don't force it.

In this conversation with God try to get in touch with what He was saying to you about your life, what He was preparing you for, what He was teaching you about yourself. Ask Him. Listen for His answer. Discuss it with Him. *(Allow five to seven minutes for this dialogue.)*

I invite you now to turn to the person next to you and share with him or her what you have learned or how you feel about your reflection. *(Allow three to five minutes for this activity. Again, it would be helpful if you [leader] would share your own feelings about the reflection before asking the group to do so.)*

Having considered a time in each of our lives when God called us through the circumstances of our lives, let us now listen again to the Scripture passage.

Scripture Reading: reread *1 Samuel 3:1-11*

And let us pray:

God, loving Father,
You call us to Your life, Your love.

You shape our world, our lives.

You care for us, challenge us,
guide us, form us.

May we recognize Your call
and respond to it lovingly,
generously, and joyfully!

We ask this through Your Son
and the Spirit.

Amen.

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Decision Making in a Church Model

continued from page 1

sions are about more than the governance of a school. We are about the mission of the Church. We are about the gospel that mandates we go and teach all nations. We are about ministry. *Ours is the awesome task of building and nourishing Church!*

It seems clear to me that God wants to be a part of the equation. After all, this is God's Church and these are God's children whom we seek to serve. It follows, then, that God wants to share with us as much wisdom as possible so that our decisions will be graced according to His will.

It also seems obvious that no one person can have all the wisdom. That would make that person God. So, God gives to each of us our own piece of the wisdom. It comes from our lived experience, what life has taught us, and it is, to some degree, unique to each of us. To the degree that every member of the group will share his or her piece of the wisdom on any given topic and allow that wisdom to become part of the wisdom of the group, the wisdom of God becomes clearer and clearer. This is the Spirit at work in the group through the members.

The Secret: Let It Simmer

A familiar concept helps to explain this theory. Imagine that you are about to make a pot of vegetable soup. You gather all the ingredients that you want for your soup: beef, onions, tomatoes, carrots, green beans, parsnips, lima beans, peas, etc. All go into a pot with water, are brought to a boil and then allowed to simmer. It is in the simmering process that wonderful things happen. The different foods take on something of each other's flavor. Thus it is that no carrot cooked in a pot of soup will ever taste like a carrot cooked by itself. If you took the same ingredients and cooked them separately for the same amount of time, then mixed them together, the effect would be quite different and quite disappointing.

This is precisely what happens in the shared wisdom process. Each member of the group contributes his or her unique piece of the wisdom. By attentive listening, a process often referred to as "listening with the ear of the heart," the many pieces interact, simmer, and, ultimately, create the soup that is the graced decision.

Once everyone has contributed, it is time for discussion and debate. This is not for the purpose of proving one opinion wrong and the other right. It is, rather, a time to examine and consider all that has been shared and begin to arrive at some agreement. This is possible if the members are truly convinced of the presence of the will of the Spirit trying to be heard in the voices of many.

Consensus Testing and Tips for Sharing Wisdom

One of the misconceptions of this model is that it requires complete agreement or total consensus for its success. Not so. From time to time, the degree of consensus needs to be examined. It is in that process, called consensus testing, that the chairperson gets a sense of where the group is and where it is likely to go. There will be times when one or more members find it impossible to concur with the majority. They are free to vote as they see fit. However, in faith, they are called to accept the will of the majority as the will of the Spirit for this group at this time. To say it another way: they must strive to hear and accept the will of the God of this gathering.

A Model of Faith

Obviously this is a faith model. It calls for belief in the Spirit present in our own lives and experiences, present in other's wisdom and present in the

Helpful Hints for Happily Sharing Wisdom

Listen

- When a new topic is introduced, it is critically important that every member of the group is allowed and encouraged to speak to it. This is not a time for debate or argument. The point is to *hear* each other with an open mind, realizing that we might learn something. The tendency, at least for some of us, is to listen to refute. When we do this, we tend to hear only what we disagree with, rather than trying to take in new information. If we approach this part of the process with a commitment to the shared wisdom philosophy, we can relax and not feel we must defend or prove our own opinions. What is being said by each person is just one piece of the wisdom, not the only or final answer.

Share

- Individual behaviors will either help or hinder such open sharing. Any indicators, verbal or non-verbal, that a person's wisdom is not valued will prevent that person from speaking further. Such behaviors on the part of group members need to be confronted kindly, clearly and consistently. Not to confront is to allow certain folks to control the group and prevent the Spirit from speaking freely.

Synthesize

- The role of the chairperson is always an important one. In this model, one of the skills the chair must have is that of synthesizing information. After all have shared their thought on the topic, the chairperson needs to summarize what has been said in such a way that everyone feels heard. No small task! But the soup must be stirred, and that's how it happens.

Call forth the wisdom

- Introverts and extroverts comprise our board membership. Both need to recognize themselves and each other. Introverts need quiet time to think. Extroverts need the chance to talk out their thoughts. Make room for this in the way you conduct the meeting. Extroverts should not be allowed more than their share of air time, and introverts must be helped to claim theirs.

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Board Members listen for the Spirit in group work. Top photo: Diocesan board members in Honolulu, HI. Middle and bottom photos: Diocesan board members in Knoxville, TN.

continued from page 3

gathering. It is a model that calls for a special spirituality, about which I wrote in the last *Issue-Gram* (Vol. 5 No. 2, Summer/Fall 1995). The two must go together.

The goal of a shared wisdom model is to enable folks to come together as the people of God and make graced decisions, guided by the Spirit. There is no room for competition or the need to win to prove a point or to be right. That's not the point. The point is relatively simple: ***to listen for the spirit and to act accordingly.***

If you would like to order the Summer/Fall 1995 issue of Issue-Gram *featuring the first part of Sr. Mary Benet McKinney's wisdom, please fax your request to Patty Myers-Kearns at (202) 333-6706. Back issues are available for $1 each. Bulk orders are also available. Special! Send $10 to receive 15 issues for your board members. If you would like to order more issues or any of the other back issues, call Patty at (202) 337-6232.*

Calendar of Events

April 9-12, 1996
NCEA Convention in Philadelphia

34 sessions created especially for members of boards of education and education commissions. Topics range from roles and responsibilities of board members to the many kinds of board models. Special strands for religious community-sponsored governance models, administration and planning. For more information, call (202) 337-6232.

April 10, 1996

The National Association of Boards of Catholic Education Luncheon Open Forum and the National Association of Boards of Catholic Education Award to Outstanding Boards Ceremony

11:00 a.m.-12:45 p.m. in Salon I, Fifth Level, Philadelphia Marriott

Network with fellow National Association of Boards of Catholic Education members and talk with its advisory committee. Lunch and round table discussions. Four outstanding board award winners will be honored. They are the St. Thomas More School Board in Portland, OR, Our Lady of the Lake School Board in Lake Oswego, OR, the Tyler Catholic School Board in Tyler, TX, and the Diocesan Advisory Board of Education in St. Augustine, FL. We will also recognize Dr. Rich Robl as the recipient of the O'Neil D'Amour Award. Our keynote speaker is Br. Loughlan Sofield, ST, well known for his work with dioceses and clergy education and author of *Collaborative Ministry: Skills and Guidelines* and *Design for Wholeness.* Bring a board member who *should* be a National Association of Boards of Catholic Education member.

In May

Begin planning for board workshops to be held this summer and fall. For speakers and other resources, call National Association of Boards of Catholic Education, (202) 337-6232. Call us to support your board efforts.

In July

Begin preparations for the 1996-97 school year. For a specific in-service, call National Association of Boards of Catholic Education. Call Sr. Regina Haney, OSF, at (202) 337-6232.

In August

Order the resources you need for new board members or for in-service. Fax your request to the National Association of Boards of Catholic Education for information and a list of resources. The fax number is (202) 333-6706.

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Structural/Organizational Audit

Editor's Note: These focus questions are excerpted with permission from Sharing Wisdom *by Sr. Mary Benet McKinney, O.S.B., D.Min. (publishers: Tabor Publishing, Allen, TX 75002, ©1987; pp. 76-77).*

Distribute this handout before the meeting so that board members can prepare responses to the questions. At the meeting, devote in-service time to discussing the responses to these focus questions and the implications of this structural/organizational audit. This is one step toward preparing to practically put into practice consensus decision making.

Focus Questions

1. Consider the statement: "The primary purpose of decision making groups in church is to build, strengthen, and nourish church."

   How does this statement match your experience of your board?

   How does the statement fit your understanding of decision making groups in the church?

2. Reflect on how people become members of your board.

   What are the criteria for membership?

   In what ways are your criteria adequate?

   In what ways are they inadequate?

3. Reflect on the relationships among the total parish and the board.

   In what ways are these relationships healthy and productive?

   In what ways are they inadequate or destructive?

4. Recall your first year as a member of your board.

   What was your orientation to the role and the task?

   What was missing in your orientation?

   Have ongoing formation and in-service been a part of your experience? What form have they taken?

5. Spend some time thinking about your meetings.

   What works?

   What doesn't work?

   Why do you think some procedures or strategies don't work?

6. Reflect on the role of the leader(s) in your group.

   What promotes effective leadership?

   What hinders or limits effective leadership?

   What could make a difference in how effective a leader is?

Appendix 5-20

Catholic Boards of Education and Catholic Social Teaching

Joan Hart, SSND

The social teaching of the church is an integral part of education in Catholic schools. While its implementation is the responsibility of the professional educators who can assess developmentally appropriate content and methodologies, members of the board, like all Catholics, will be helped to have some background in social teaching so as to be able to inspire and challenge faculty and administration whenever necessary. The following section is designed to provide that introduction.

What is Catholic social teaching?

In the strict sense, the term refers to a collection of documents from the Vatican which have appeared since the first "social encyclical" in 1891. But certainly the tradition on which they are based did not begin in the 19th century. It reaches all the way back to Genesis where we read that the human person, made in the image and likeness of God, is invested with a sacred dignity deserving of respect. Creation, coming from the hand of God, is sacred; we are to participate as "co-creators" in caring for it. Subsequent books of the bible reveal our call to live as a community, united in solidarity. The prophets stress that our faith can be judged by how we stand with one another, especially how we relate to "the least" among us—the widows, the orphans, the aliens. In the New Testament, we learn that through the Incarnation human dignity is further enhanced when we become sister and brother of the Lord Jesus. The writings of some early leaders of the church expand on these ideas. In our own century, national bishops' conferences have taken the principles of Catholic social teaching and have applied them to the local situation through pastoral messages. In brief, this is the social heritage we are called and challenged to pass on to coming generations.

In the 1991 observance of the 100th anniversary of *Rerum Novarum*, the first of the social encyclicals, the U.S. bishops identified six basic themes of social teaching, in order to provide an entry point to a daunting collection of documents and to make the concepts more "user-friendly."

They constitute an introduction to social teaching which lays the groundwork for further exploration. Each theme is followed by several questions board members may want to discuss.

Six Basic Themes

1. **The life and dignity of the human person.**
   "In the Catholic social vision, the human person is central, the clearest reflection of God among us. Each person possesses a basic dignity that comes from God, not from any human quality or accomplishment, not from race or gender, age or economic status. The test of every institution or policy is whether it enhances or threatens human life and human dignity. We believe people are more important than things."

   A. What are the indications that every student, teacher and staff member in this school experiences treatment in keeping with his/her human dignity?

   B. How are students taught and encouraged to respect the human dignity of others?

   C. How does the school relate to the larger community in ways that highlight an active belief in the dignity of the human person?

   D. Are there any school policies which can threaten human dignity?

2. **The rights and responsibilities of the human person.**
   "Flowing from our God-given dignity, each person has basic rights and responsibilities. These include the rights to freedom of conscience and religious liberty, to raise a family, to immigrate, to live free from unfair discrimination, and to have a share of earthly goods sufficient for oneself and one's family. People have a fundamental right to life and to those things that make life truly human: food, clothing, housing, health care, education, security, social services, and employment. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society, to respect the rights of others and to work for the common good."

   A. What are the human rights which we affirm for members of this school community?

   B. If conflicts arise over possible affronts to human rights, how are they resolved?

   C. Are there any policies relating to students or faculty which limit their human rights?

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3. **The call to family, community and participation.**
"The human person is not only sacred but social. We realize our dignity and rights in relationship with others, in community. No community is more central than the family; it needs to be supported, not undermined. It is the basic cell of society, and the state has an obligation to support the family. The family has major contributions to make in addressing questions of social justice. It is where we learn and act on our values. What happens in the family is at the basis of a truly human social life. We also have the right and responsibility to participate in and contribute to the broader communities in society. The state and other institutions of political and economic life, with both their limitations and obligations, are instruments to protect the life, dignity and rights of the person; promote the well-being of our families and communities; and pursue the common good. Catholic social teaching does offer clear guidance on the role of government. When basic human needs are not being met by private initiative, then people must work through their government, at appropriate levels, to meet those needs. A central test of political, legal, and economic institutions is what they do *to* people, what they do *for* people, and how people *participate* in them."

   A. What structures are in place to ensure mutual communication and cooperation between family and school in the education of our students?

   B. How are teachers prepared to identify family problems which affect students' ability to learn and to make any necessary referrals?

   C. What are the programs deliberately aimed at creating community in the school?

   D. How are students encouraged to participate in and contribute to the broader community as responsible citizens?

4. **The dignity of work and the rights of workers.**
"Work is more than a way to make a living; it is an expression of our dignity and a form of continuing participation in God's creation. People have the right to decent and productive work, to decent and fair wages, to private property and economic initiative. Workers have the strong support of the Church in forming and joining union and worker associations of their choosing in the exercise of their dignity and rights. These values are at the heart of *Rerum Novarum* and other encyclicals on economic justice. In Catholic teaching, the economy exists to serve people, not the other way around."

   A. How are students taught attitudes of respect for the work they do?

   B. Are salaries paid to school employees "decent and fair?" If not, what steps are being taken to ensure that they will become so?

   C. What school policies govern situations where a parent becomes unemployed and cannot meet tuition payments?

5. **The option for the poor and vulnerable.**
"Poor and vulnerable people have a special place in Catholic social teaching. A basic moral test of a society is how its most vulnerable members are faring. This is not a new insight; it is the lesson of the parable of the Last Judgment (see Mt 25). Our tradition calls us to put the needs of the poor and vulnerable first. As Christians, we are called to respond to the needs of all our sisters and brothers, but those with the greatest needs require the greatest response. We must seek creative ways to expand the emphasis of our nation's founders on individual rights and freedom by extending democratic ideals to economic life and thus ensure that the basic requirements for life with dignity are accessible to all."

   A. How are students' attitudes toward the poor formed and given expression?

   B. How does the school community "put the needs of the poor and vulnerable first?"

   C. How are students encouraged to advocate on behalf of the poor when legislation or other public policy decisions threaten to harm them?

6. **Solidarity.**
"We are one human family, whatever our national, racial, ethnic, economic and ideological differences. We are our brothers' and sisters' keepers (cf. Gn 4:9). In a linked and limited world, our responsibilities to one another cross national and other boundaries. Violent conflict and the denial of dignity and rights to people anywhere on the globe diminish each of us. This emerging theme of solidarity, so strongly articu-

lated by Pope John Paul II, expresses the core of the church's concern for world peace, global development, environment, and international human rights. It is the contemporary expression of the traditional Catholic image of the mystical body. 'Loving our neighbor' has global dimensions in an interdependent world."

A. By what means are students brought into touch with their brothers and sisters all over the world?

B. In what practical ways are students taught solidarity with the global community?

C. In the event of the existence of prejudice toward any other race or ethnic group, how is this handled?

(Excerpts from A Century of Social Teaching: A Common Heritage, A Continuing Challenge, *a pastoral message of the Catholic Bishops of the United States on the 100th Anniversary of* Rerum Novarum, *Copyright 1990. United States Catholic Conference, Washington, D.C. Used with permission.)*

Are there other significant values and principles that also shape social teaching? Of course there are. But these six are central parts of the tradition. No one should leave any Catholic educational process unaware of them. Needless to say, it is not a question of students merely memorizing them, but of living immersed in an atmosphere that reflects them, day in and day out. That experience goes far beyond just a notional understanding and can lead to a true conversion of heart. Catholic boards of education are in a privileged position to foster and facilitate the integration of social teaching into Catholic schools.

Desired Learning Outcomes Based on Catholic Social Teaching

Have you ever considered drawing up a list of attitudes, knowledge and actions which you think should be visible in a young adult graduate of Catholic education? Here are some examples, by no means all-inclusive. What desired outcomes related to Catholic social teaching can you add? Then the next step is to identify the place in the curriculum where these outcomes are engendered so that their insertion is well thought out and intentional.

1. Human Dignity
   - Manifests a respect for human life and dignity at every stage of its existence
   - Can relate to others with respect, listen carefully to another person, actively seek to understand the attitudes and opinions of others; can disagree with others and still respect them
   - Tries to find the positive good qualities in people who are different from him/her
   - Is willing to share some of his/her own talents to help others
   - Is willing to speak out in defense of human dignity
   - Can analyze social issues based on whether human dignity is helped or harmed
2. Human Rights
   - Understands what is included in the term "human rights" and knows what responsibilities go along with them (The United States Bill of Rights, the UN Universal Declaration on Human Rights and #1-35 of *Pacem in Terris*)
   - Can cite instances where these rights are denied in society, can see the abuse of power usually involved and can identify legal means to address these violations
   - Is willing to defend the human rights of others when they are threatened
   - Is committed to advancing the common good in society
3. Call to Family and Community
   - Recognizes the importance of and is committed to exercising responsible membership in the family and community
   - Is committed to take positive steps to build up family life at home and in the community
   - Has a well-developed civic sense and is a participating member of the community
   - Understands the seriousness of the marriage commitment

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4. **Dignity of Workrights of Workers**
   - Demonstrates an appreciation for the role of work in his/her life and a commitment to make a contribution to society by means of that work
   - Gives his best at work and is prepared to defend the rights of workers when necessary
   - Has values beyond economic gain in choosing work
5. **Option for the Poor**
   - Is willing to put the needs of the poor ahead of secondary needs
   - Is committed to sharing personal resources to help the poor
   - Is willing to support legislation that benefits the poor
   - Works to lessen poverty by empowering people to end their dependency
6. **Solidarity**
   - Is aware of responsibilities to others throughout the world
   - Is committed to work for world peace
   - Is willing to contribute to global development according to personal talents
   - Works to counter attitudes that emphasize differences, whether national, racial, ethnic, economic or ideological

BOARD/COMMISSION/COUNCIL IN-SERVICE CHECKLIST

THE PROSPECTIVE MEMBER IN-SERVICE	When	By Whom
☐ The Catholic education board/commission/council		
☐ The board's role in the Catholic Church		
☐ The board's responsibilities/jobs		
☐ The Catholic characteristics of the school/catechetical program/educational programs		
☐ Catholic board differs from a public school board		
☐ Board ethics		
☐ Expectations • to bring specific skills or connections(**;****) • to commit to diocese/parish/school/catechetical program and program and its cause (****) • to commit to improvement • to give required time (*; **, presence of effective committees) • to contribute to the work/roll up sleeves (*;**, presence of effective committees)		
☐ Information about the diocese/parish/school/religious community who owns, sponsors, operates the institution		
☐ The history and mission of the diocese/parish/school (*, dedication and commitment to)		
☐ Constitution and by-laws		
☐ Board's role and responsibilities		

NEWCOMER IN-SERVICE	When	By Whom
☐ Achievements		
☐ Current projects		
☐ Challenges/recurring issues		
☐ Relationships with key groups/persons		

The items starred are supported by research as follows:
*National Association of Boards of Catholic Education Survey of Diocesan Boards
**National Association of Boards of Catholic Education Survey of School Boards
***National Association of Boards of Catholic Education Awardees
****K. Fletcher and M. Golensky

NEWCOMER IN-SERVICE	When	By Whom
☐ Meeting and committee structure (*, committee structures) ☐ Preparation for the meeting (****, reading materials sent prior to meeting) ☐ Board members including newcomers (highlight what each brings - **, **** represents business community; skills and connections; length of time; elected or selected) ☐ Resources • policies, past minutes, calendar of board activities, board members' addresses and phone numbers, etc. ☐ Tour of the parish/school/diocesan office • presentations of key programs • meetings with key people		
IN-SERVICE FOR ALL BOARD MEMBERS ON THEIR AREAS OF RESPONSIBLITY	**When**	**By Whom**
☐ Mission (commit to diocese/parish/school/catechetical program and its cause (*,****)) ☐ Vision ☐ Planning (*,**,****, develops goals for itself) ☐ Policy ☐ Finances (*, involved in financial decisions and budget management; ****, reviews statement carefully and asks questions when they don't understand; open doors to funding sources for staff to pursue) ☐ Communications/relationships (*, communicates with key people in the diocese; ****, promotes actively the organization to the community) ☐ Educational programs (trends included) ☐ Hiring of administrator (****, experience level of executive/administrator leads to high board score) ☐ Facilities (*, more involvement in decisions regarding expansion and/or closing of facilities) ☐ Public policy (****, understands legal responsibilities as a governing body of organization) • board makes a regular practice to discuss current legislative proposal, federal/state regulations/law and diocesan policy/ regulations that affect governance		

IN-SERVICE FOR ALL BOARD MEMBERS ON THEIR AREAS OF RESPONSIBLITY	When	By Whom
☐ Marketing/public relations (*, main achievements)		
☐ Problem-solves		
☐ Difference between policy and administration (****, stays out of administration which is the administrator's job)		
☐ Conflict management		
☐ Ownership (*, **, ownership of issues under its jurisdiction)		
☐ Committees (*, **, has effective committees)		
☐ Recruitment (*, main achievements)		
☐ Development (*, main achievements)		
☐ Evaluation (*, **, evaluation of performance in light of its goals, self-assessment)		
☐ Board spirituality (**, have meditative reading and discussion)		
☐ Board development (*, **, training, membership in NABE)		
• members attend national, regional, state, diocesan training workshops		
☐ Decision making		
☐ Roles/duties		
☐ Teamwork		
☐ Positive attitude in the conduct of their business (****, good meeting attendance equated with high board scores)		
☐ Roles of administrator (***, policy of no surprises, truly value the contributions of the board, committed to empower the board)		
☐ Trust within the board and school/parish/diocese		
☐ High level of professionalism (****, prepare for meetings by reading materials sent to them prior to the meeting; accept positions of leadership on the board)		

Appendix 6-22

St. Cloud Diocesan Education Council Constitution

I. The name of this body shall be Education Council of the Diocese of St. Cloud.

II. Mission and Functions:

The mission of the St. Cloud Diocesan Education Council is to model collaboration, facilitate communication and provide direction for excellence in life-long faith formation.

Its functions will be to:

1. Provide vision and leadership in Catholic Faith Formation.
2. Gather information and surface concerns in education through Forms Two and Three of the Diocesan Education Council.
3. Advise the Director of Total Education and Catholic Education Ministries Consultants.
4. Recommend and help establish model policies for the diocese.
5. Use existing diocesan organizations for direct communication with constituencies.

III. Membership

1. The membership will consist of one representative from each of the following constituencies: Religious Educators, Youth Ministers, Pastoral Associates, Deacons, Young Adult/Adult Educators, Pastors, Special Need Educators, Principals, and three at large delegates. These members will work in collaboration with the Director of Total Education and the Catholic Education Ministries Consultants: Consultant for Religious Education; Consultant for Media Computers and the Ministry Formation Program; Consultant for Schools, and Consultant for the Formation of Youth.
2. The director of Total Education is responsible for setting a direction in education in collaboration with the Council membership.
3. The Bishop of St. Cloud receives the deliberations and consensus statements of the Council for final action.
4. Each member will have a term of two years. Renewable for a second term.
5. Each of the diocesan education constituencies will choose its representative. The three at large members will be appointed by the Bishop and the Director of Total Education to ensure geographic representation on the Council.

IV. Meetings

1. The Council will meet four times annually. Special or additional meetings shall be held when called for by the Director of Total Education.
2. Regular meetings of the Council will be open to the public.
3. A simple majority of membership and Catholic Education Ministries staff constitutes a quorum and is required for consensus statements.
4. The meetings of the Council will be conducted by Catholic Education Ministries staff, using a discernment model.
5. The minutes of each meeting will be taken by a secretary or staff member of Catholic Education Ministries office.

V. Amendments

The Constitution may be amended with approval of the Bishop.

Appendix 6-23

Statement Of Structure Of Archdiocesan Board Of Education System

Policy revised: May 11, 1985; May 4, 1991; May 4, 1996
Archdiocesan Board of Education

Introduction

This outline of the Archdiocesan Educational System includes the identification of boards of education within the system. An effort has been made to clarify the relationships of these boards. Items not specifically mentioned here are specified in the constitutions of the various boards of education.

Boards of Education

A. The Archdiocesan Board of Education

1. Constitution
The Archdiocesan Board of Education has a written constitution which specifies name, purposes, powers, functions or duties, relationship to the Archbishop and to the other boards within the Archdiocesan system, membership including number and composition, provision for amendments. The constitution is approved by the Archbishop.

2. Powers
The Board under the name "Archdiocesan Board of Education," has the purpose and the duties of governing matters pertaining to education in the Archdiocese of Dubuque in accord with existing Archdiocesan and state laws. These duties include Catholic schooling (except college levels) and all other formal catechetical activities, including all matters pertaining to the Office of Educational Services; the location, opening, and closing of schools and catechetical programs; the location, opening, and closing of catechetical centers; the determination as to whether schools or catechetical centers shall be operated in given locations; classes; teachers; salaries; education, co-curricular and other school-related programs; finances; standards of education; application of Christian principles to the educational programs; and all formal courses of religious education except clergy education.

All decisions of the Archdiocesan Board of Education as approved by the Archbishop shall be binding upon the Superintendent of Education; the Office of Educational Services; all subordinate boards and committees of education (parish and interparish); and the pastors, principals, directors/ coordinators of religious education, and staffs of the schools and catechetical programs within the Archdiocesan system.

The Archdiocesan Board shall formulate policies relative to catechesis: youth catechesis, catechetical programs for children, catechesis for preschool children, special catechesis and Catholic schools. It shall call for planning, organizing, directing and evaluating catechesis in light of four major areas: proclaiming the message, building community, leading to worship, and motivating to service.

3. Membership
The Archdiocesan Board of Education shall be sociologically,(from various economical, educational, social, and occupational backgrounds), geographically, and numerically representative of the Catholic community. It shall include clergy and laity. It shall

have representation of the religious orders serving the Archdiocese.

4. Officers
The officers of the Archdiocesan Board shall consist of a president, vice-president, secretary, and such assistants and additional officers as the board may elect. The board shall retain an executive officer who shall be the Director of Educational Services. Said officer is not considered a member of the board. The Director of Catechetical Services shall also serve as staff to the board.

5. Functions
   a. The Archdiocesan Board of Education shall make policy for the educational programs of the Archdiocese of Dubuque.
   b. It shall develop the Archdiocesan educational system and determine the structural relationships within the system, defining the proper role function of individuals or groups.
   c. It shall develop operational procedure for communication; interaction and decision-making within the system.
   d. It shall mediate, clarify, and resolve questions on issues brought before it through proper procedure.

B. The Parish Board of Education

1. Constitution
Each parish board of education shall have a written constitution which specifies name, purpose, powers, functions and all required components as specified in Archdiocesan Board Policy 8620.1. This constitution shall be approved by the Archdiocesan Board of Education and the parish council.

2. Powers
The parish board of education shall have such powers as are approved by the Archdiocesan Board of Education. The parish board of education shall be responsible for all aspects of the formal educational program in the primary areas of catechesis: adult catechesis, catechetical programs for children, the Catholic school, family catechesis, young adult catechesis, youth catechesis, special catechesis, and catechesis for preschool children. In the development of its policies, the board must insure that these follow the intent and spirit of the policies laid down for the Archdiocesan system by the Archdiocesan Board of Education. It shall have as a most important duty, implementing at the parish level, the policies of the Archdiocesan Board of Education.

3. Membership
The board of education shall have a numerically appropriate membership sociologically representative of the parish community. The members shall be elected by the parish community. The pastor is an ex officio voting member of the board of education.

4. Officers
The officers of the parish board of education shall consist of a president, vice-president and secretary, all of whom shall be elected annually by the board membership.

The board shall have an executive officer responsible to the board for carrying out its policies, and responsible administratively to the Director of Educational Services/Catechetical Services. This officer shall not be considered a member of the board. An executive officer is designated for the sake of unity and coordination, though others having administrative functions take responsibilities for programs under their leadership.

5. Functions
   a. coordinate parish educational programs and activities;
   b. build understanding and support for Catholic education in all its forms;
   c. develop the educational budget in collaboration with the parish council in accord with the Archdiocesan Pastoral Council Guidelines;
   d. adopt and oversee the implementation of the annual educational budget;
   e. retain personnel according to established policies of the Archdiocesan and parish boards;
   f. consult with and support administrators who operate parish educational programs;
   g. work with the parish council:
      - in planning, operating and maintaining facilities;
      - in planning and building new educational facilities;
   h. serve as a liaison body with public authority as appropriate;
   i. insure that Archdiocesan Board and parish board policies are being implemented effectively;
   j. evaluate periodically:
      - the accomplishment of goals and objectives;
      - the effectiveness of internal functioning as a board of education.

C. Interparish Board of Education

1. Constitution

Interparish boards of education in the Archdiocesan System are (l) Consolidated Elementary School, (2) Central High School, (3) School of Religion,(4) Multi-Parish Clusters, and (5) Metropolitan Board.

The constitutions of each interparish board shall contain the required components as specified in Archdiocesan Policy 8620.2. The components of the five types of interparish boards are coordinated, though some components vary because of the specific nature and function of the board.

Interparish board constitutions must have the approval of the boards of education and parish councils of parishes in the consolidations, and of the Archdiocesan Board of Education.

2. Powers

Interparish boards of education may be organized by parish boards and are recommended for places having interdependent needs which can be better realized by a unified program. The interparish board of education shall have powers and jurisdiction in those matters specifically and unanimously designated to it by each of the parish boards of education and approved by the Archdiocesan Board of Education. A majority vote of parish boards membership is sufficient to declare that board's intention to designate a specific power to the interparish board.

Once a power has been unanimously and specifically designated by the parish boards to an interparish board, and once that interparish board's constitution, including said powers, is ratified by the parish boards and parish councils and by the Archdiocesan Board of Education, the delegated powers no longer rest with the parish boards, but with the interparish board.

The interparish structure of the Archdiocesan educational system is designed as a func-

tional unit to provide for those needs which are not uniform throughout the Archdiocese, and cannot be sufficiently met by a parish board.

Interparish boards, therefore, will not have uniform powers throughout the Archdiocese. This flexibility is intended to be consonant with the principle of subsidiarity, which allows issues and decisions to be resolved at the level closest to the members of the Christian community most directly involved.

3. Membership
Interparish boards derive their membership by appointment by the parish board from among its membership. Terms of board members are synchronized so that membership on interparish boards coincides with membership on parish boards.

4. Officers
The officers of the interparish board of education shall consist of a president, vice-president, and secretary, all of whom shall be elected annually by the board membership.

The interparish board of education shall have an executive officer responsible to the board for carrying out its policies, and responsible administratively to the Director of Educational Services. This officer shall not be considered a member of the board.

5. Functions
The functions of interparish boards are as contained in required components specified in Archdiocesan Board Policy 8620.2.Each interparish board carries out these functions in the manner suited to its local needs and circumstances.

Archdiocesan Board Constitution

Adopted: December 7, 1985
Revised: May 2, 1992; May 4, 1996
Archdiocesan Board of Education,
Promulgated by Archbishop Daniel Kucera, December 7, 1985

Constitution of the Archdiocesan Board of Education

Article I
Name, Purpose and Duties

Section 1. There is hereby established a board, under the name of "Archdiocesan Board of Education," having the purpose and the duties of governing matters pertaining to education in the Archdiocese of Dubuque in accord with existing Archdiocesan or state laws. These duties shall include Catholic schooling (except college level) and all other formal catechetical activities, including all matters pertaining to the Office of Educational Services; the location, opening and closing of schools and catechetical programs; the location, opening and closing of catechetical centers; the determination as to whether schools or catechetical centers shall be operated in given locations; classes; teachers; salaries; educational, co-curricular and other school-related programs; finances; standards of education; application of Christian principles to the educational programs; and all formal courses of religious education (except clergy education).

All decisions of the Archdiocesan Board of Education as approved by the Archbishop shall be binding upon the Superintendent of Education; the Office of Educational Services; all subordinate boards and committees of education (parish and interparish); and the pastors, principals, directors/coordinators of religious education, and staffs of the schools and catechetical programs within the Archdiocesan system.

The Archdiocesan board shall formulate policies relative to eight primary areas of catechesis: family catechesis, adult catechesis, young adult catechesis, adolescent catechesis, catechetical programs for children, catechesis for preschool children, special catechesis, and Catholic schools. It shall call for planning, organizing, directing and evaluating catechesis in light of four major areas: proclaiming the message, building community, leading to worship, and motivating to service.

Section 2. Relationship to the Archbishop. The Archbishop of Dubuque, under this constitution, retains the right inherent in the teaching authority of his office to make sure that the purity of faith and morals are protected and the provisions of Church Law are observed. This includes the right of demanding that Catholic schools and other catechetical programs retain their distinctive Catholic character and operate under a Catholic philosophy of education.

All decisions of the Archdiocesan board need the approval of the Archbishop to become effective. At any time the Archbishop can ask the Archdiocesan Board to reconsider any decision it has previously made.

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Article II
Subordinate Constitutions

All subordinate boards and committees of education must operate according to a constitution approved by the Archdiocesan Board of Education.

Article III
Membership on Archdiocesan Board

Section 1. Number and Composition. The Archdiocesan Board of Education shall consist of four (4) appointed members and twenty (20) elected members. The elected members include thirteen (13) deanery representatives, three (3) representatives of the clergy, three (3) representatives of religious serving in the Archdiocese, and one (l) liaison from the Priest Council.

Section 2. Elections, Vacancies, Removal. The members of the board shall be elected by an established method. Vacancies on the board shall be filled by appointment by the board. Any member of the board, other than an ex officio member, who is absent from two consecutive regular meetings of the board shall, unless excused by action of the board, ceases to be a member. The Archbishop may remove a member of the board.

Section 3. Tenure of Office. Each member shall hold office for a term of three years. The terms shall be staggered so that one-third of the members of the board may be elected in each year. The present and future members of the board shall hold office until successors be elected or until prior resignation, death, removal, or until prior disqualification by absence from two consecutive board meetings not excused as aforesaid.

Section 4. Ex Officio Membership. The Archbishop of the Archdiocese of Dubuque shall be an ex officio member of the Archdiocesan Board of Education.

Article IV
Officers

Section 1. Creation of Officers. The officers of the Archdiocesan board shall consist of a president, vice-president, a secretary and such assistants and additional officers as the board may elect.

Section 2. The Director of Educational Services. The board shall have an executive officer who shall be the Director of Educational Services. Said officer shall be considered not a member of the board. In addition, the Director of Catechetical Services shall serve as staff to the board.

Section 3. Election, Tenure, Vacancies and Removal. Officers shall be elected annually at the meeting of the board designated for this purpose. They shall be elected from nominations; they shall hold office until the next annual election and thereafter until their successors are duly elected and qualified.

Section 4. President. The president shall act as chair of the board and of any executive committee; shall be the executive head of the board; shall appoint all committees subject to approval of the board unless otherwise specified by the board; shall execute on behalf of the board all written instruments except as otherwise directed by the board; shall be responsible for the agenda to be used at meetings; and in general shall perform all duties incident to the office of a president and such other duties as from time to time may be assigned by the board. The president shall also serve as a lay director of the civil corporation of the Bureau of Education.

Section 5. Vice-President. The vice-president at the request of or in the absence of the president, shall perform the duties and exercise the functions of the president and when so acting shall have the power of the president, and shall perform such other duties as delegated by the president; the vice-president shall complete the term of the president in case of death, incapacity, resignation or disqualification. The vice-president shall serve as a lay director of the civil corporation of the Bureau of Education.

Section 6. Secretary. The secretary is responsible for the minutes of the meeting of board; shall see that all notices are fully given in accordance with the provisions of this constitution; shall be custodian of the records of the board; shall see that the board seal is affixed to documents; and in general, shall perform duties incident to the office of the secretary of the board and such other duties as from time to time may be assigned by the president of the board.

Section 7. Assistant Officers. The assistant officers shall have such duties as from time to time may be assigned to them by the board or by the president.

Article V
Meetings

Section 1. Regular, Special and Annual Meetings. The board shall meet quarterly subject to change by the board itself or to postponement by the president. Special or additional regular meetings shall be held whenever called by the president or by a majority of the board with the approval of the Archbishop.

Section 2. Time, Place and Notice. All meetings may be held at such times and places within or without the state as may be fixed by the president or by a majority of the board upon not less than ten (10) days notice. Notice of the place, day and hour of all meetings must be delivered in writing. All meetings of the Archdiocesan Board of Education are to be open meetings unless designated as being executive. Decisions made in executive sessions must be presented and voted on at open sessions before becoming effective.

Section 3. Quorum. A majority of the entire board is necessary for the transaction of business at meetings; and a majority vote of those present shall be sufficient for any decision or election. Mail/telephone votes may be conducted if necessary, with the final decision being entered into the minutes of the next meeting.

Section 4. Rules or Procedure. As a Christian community, the board will endeavor to arrive at consensus in its deliberations. Formal decision-making will utilize parliamentary procedures as outlined in Robert's Rules of Order or another procedure of the board's choice.

Article VI
Committees

Section 1. Executive Committee. The board may provide for an executive committee of five (5) or more members, the president to be an ex officio member, and the other member or members to be elected by the board and serve at the pleasure of the board; the president is to be the chair thereof. During intervals between meetings of the board, the executive committee may possess and execute all of the powers of the board conferred in this constitution, to the extent authorized by the resolution providing for the executive committee or by subsequent resolutions. All actions of the executive committee are subject to review by the entire board and may be rescinded by a majority vote. The executive committee shall meet at the call of its chair and shall fix its own rules or procedures and notices to be given of its meeting. Meetings of the executive committee shall be open meetings. A majority shall constitute a

quorum.

Section 2. Other Committees. The board may by resolution provide for such other committees as it deems advisable and may discontinue the same at its pleasure. Each entity shall have such powers and shall perform such duties as may be assigned to it by the board. In the absence of other direction, the president shall appoint all committees with the approval of the board. Each entity shall be appointed and vacancies filled in the manner determined by the board.

Article VII
Office of Educational Services

Section 1. Constitution, Staff, Appointment. There shall be an Office of Educational Services for the Archdiocese of Dubuque, and a Director of Educational Services who shall be the executive officer of the board of education, a Director of Catechetical Services who shall serve as staff to the board, and other staff positions as deemed appropriate. The Director of Educational Services shall be appointed by the Archbishop. The director shall have such compensation and term of employment as determined by the Archbishop. In the case of a priest-director the compensation shall be comparable to that received by other priests within the Archdiocese. Other staff members shall have such compensation and other terms of employment as the director determines subject to the approval of the Archbishop.

Section 2. Duties and Powers. The Director of Educational Services shall be responsible to the Archbishop. The Office of Educational Services shall be under the leadership of the director who shall have immediate charge and control of the general administration and supervision of all formal education within the Archdiocese (except college level programs and clergy education).

Article VIII
Seal

Section 1. Seal. The seal of the Archdiocesan Board of Education appears on this document following the official signatures.

Article IX
Amendment of Constitution

Section 1. Amendment. This constitution may be amended, supplemented, or repealed in whole or in part at any time by a two-thirds vote of all of the members of the board, and explicit written approval of the Archbishop, in accord with existing Archdiocesan or state laws.

Section 2. Notification. All amendments brought before the board are to be submitted to the board in writing at least thirty (30) days before a vote is taken.

Promulgation of the Constitution of the Archdiocesan Board of Education

Be it known to all concerned that I hereby formally delegate the powers stated in this document subject to the provisions stated in Article I, Section 2. Be it known that it is my will that this document be officially promulgated.

IN WITNESS WHEREOF we have hereunto subscribed our names on this seventh day of December, 1984, to the constitution of the Dubuque Archdiocesan Board of Education.

OFFICIAL SIGNATURES

(Most Rev.) Daniel W. Kucera, O.S.B.
Archbishop of Dubuque

James P. Mulgrew, President
Archdiocesan Board of Education

William J. Daack, Vice-President
Archdiocesan Board of Education

Therese Prusha, Secretary
Archdiocesan Board of Education

Appendix 6-24

Adopted: December 7, 1985
Revised: May 2, 1992
Archdiocesan Board of Education,
Promulgated by Archbishop Daniel Kucera, December 7, 1985

CONSTITUTION OF THE

ARCHDIOCESAN BOARD OF EDUCATION

ARTICLE I

Name, Purpose and Duties

Section 1. There is hereby established a Board, under the name of "Archdiocesan Board of Education," having the purpose and the duties of governing matters pertaining to education in the Archdiocese of Dubuque in accord with existing Archdiocesan or State laws. These duties shall include Catholic schooling (except college level) and all other formal catechetical activities, including all matters pertaining to the Office of Educational Services; the location, opening and closing of schools and catechetical programs; the location, opening and closing of catechetical centers; the determination as to whether schools or catechetical centers shall be operated in given locations; classes; teachers; salaries; educational, co-curricular and other school-related programs; finances; standards of education; application of Christian principles to the educational programs; and all formal courses of religious education (except clergy education).

All decisions of the Archdiocesan Board of Education as approved by the Archbishop shall be binding upon the Superintendent of Education; the Office of Educational Services; all subordinate boards and committees of education (parish and interparish); and the pastors, principals, directors/coordinators of religious education, and staffs of the schools and catechetical programs within the archdiocesan system.

The Archdiocesan Board shall formulate policies relative to eight primary areas of catchesis: family catechesis, adult catechesis, young adult catechesis, youth catechesis, catechetical programs for children, catechesis for preschool children, special catechesis, and Catholic schools. It shall call for planning, organizing, directing and evaluating catechesis in light of four major areas: proclaiming the message, building community, leading to worship, and motivating to service.

Section 2. Relationship to the Archbishop. The Archbishop of Dubuque, under this Constitution, retains the right inherent in the teaching authority of his office to make sure that the purity of faith and morals are protected and the provisions of Church Law are observed. This includes the right of demanding that Catholic schools and other catechetical programs retain their distinctive Catholic character and operate under a Catholic philosophy of education.

All decisions of the Archdiocesan Board need the approval of the Archbishop to become effective. At any time the Archbishop can ask the Archdiocesan Board to reconsider any decision it has

previously made.

ARTICLE II

Subordinate Constitutions

All subordinate Boards and Committees of Education must operate according to a Constitution approved by the Archdiocesan Board of Education.

ARTICLE III

Membership on Archdiocesan Board

Section 1. Number and Composition. The Archdiocesan Board of Education shall consist of four (4) appointed members and twenty (20) elected members. The elected members include thirteen (13) deanery representatives, three (3) representatives of the clergy, three (3) representatives of religious serving in the Archdiocese, and one (1) liaison from the Priest Council.

Section 2. Elections, Vacancies, Removal. The members of the Board shall be elected by an established method. Vacancies on the Board shall be filled by appointment by the Board. Any member of the Board, other than an ex officio member, who is absent from two consecutive regular meetings of the Board shall, unless excused by action of the Board, ceases to be a member. The Archbishop may remove a member of the Board.

Section 3. Tenure of Office. Each member shall hold office for a term of three years. The terms shall be staggered so that one-third of the members of the Board may be elected in each year. The present and future members of the Board shall hold office until successors be elected or until prior resignation, death, removal, or until prior disqualification by absence from two consecutive Board meetings not excused as aforesaid.

Section 4. Ex Officio Membership. The Archbishop of the Archdiocese of Dubuque shall be an ex officio member of the Archdiocesan Board of Education.

ARTICLE IV

Officers

Section 1. Creation of Officers. The officers of the Archdiocesan Board shall consist of a President, Vice-President, a Secretary and such assistants and additional officers as the Board may elect.

Section 2. The Director of Educational Services. The Board shall have an executive officer who shall be the Director of Educational Services. Said officer shall be considered not a member of the Board.

Section 3. Election, Tenure, Vacancies and Removal. Officers shall be elected annually at the meeting of the Board designated for this purpose. They shall be elected from nominations; they shall hold office until the next annual election and thereafter until their successors are duly elected and qualified.

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Section 4. President. The President shall act as Chair of the Board and of any executive committee; shall be the executive head of the Board; shall appoint all committees subject to approval of the Board unless otherwise specified by the Board; shall execute on behalf of the Board all written instruments except as otherwise directed by the Board; shall be responsible for the agenda to be used at meetings; and in general shall perform all duties incident to the office of a President and such other duties as from time to time may be assigned by the Board.

Section 5. Vice-President. The Vice-President at the request of or in the absence of the President, shall perform the duties and exercise the functions of the President and when so acting shall have the power of the President, and shall perform such other duties as delegated by the President; the Vice-President shall complete the term of the President in case of death, incapacity, resignation or disqualification.

Section 6. Secretary. The Secretary is responsible for the minutes of the meeting of Board; shall see that all notices are fully given in accordance with the provisions of this Constitution; shall be custodian of the records of the Board; shall see that the Board seal is affixed to documents; and in general, shall perform duties incident to the office of the Secretary of the Board and such other duties as from time to time may be assigned by the President of the Board.

Section 7. Assistant Officers. The Assistant Officers shall have such duties as from time to time may be assigned to them by the Board or by the President.

ARTICLE V

Meetings

Section 1. Regular, Special and Annual Meetings. The Board shall meet quarterly subject to change by the Board itself or to postponement by the President. Special or additional regular meetings shall be held whenever called by the President or by a majority of the Board with the approval of the Archbishop.

Section 2. Time, Place and Notice. All meetings may be held at such times and places within or without the State as may be fixed by the President or by a majority of the Board upon not less than ten (10) days notice. Notice of the place, day and hour of all meetings must be delivered in writing. All meetings of the Archdiocesan Board of Education are to be open meetings unless designated as being Executive. Decisions made in Executive sessions must be presented and voted on at open sessions before becoming effective.

Section 3. Quorum. A majority of the entire Board is necessary for the transaction of business at meetings; and a majority vote of those present shall be sufficient for any decision or election.

Section 4. Rules or Procedure. As a Christian community, the Board will endeavor to arrive at consensus in its deliberations. Formal decision-making will utilize parliamentary procedures as outlined in Robert's Rules of Order or another procedure of the Board's choice.

ARTICLE VI

Committees

Section 1. Executive Committee. The Board may provide for an Executive Committee of five (5) or more members, the President to be an ex officio member, and the other member or members to be elected by the Board and serve at the pleasure of the Board; the President is to be the Chair thereof. During intervals between meetings of the Board, the Executive Committee may possess and execute all of the powers of the Board conferred in this Constitution, to the extent authorized by the resolution providing for the Executive Committee or by subsequent resolutions. All actions of the Executive Committee are subject to review by the entire Board and may be rescinded by a majority vote. The Executive Committee shall meet at the call of its Chair and shall fix its own rules or procedures and notices to be given of its meeting. Meetings of the Executive Committee shall be open meetings. A majority shall constitute a quorum.

Section 2. Other Committees. The Board may by resolution provide for such other committees as it deems advisable and may discontinue the same at its pleasure. Each entity shall have such powers and shall perform such duties as may be assigned to it by the Board. In the absence of other direction, the President shall appoint all committees with the approval of the Board. Each entity shall be appointed and vacancies filled in the manner determined by the Board.

ARTICLE VII

Office of Educational Services

Section 1. Constitution, Staff, Appointment. There shall be an Office of Educational Services for the Archdiocese of Dubuque, and a Director of Educational Services who shall be the Executive Officer of the Board of Education, and other staff positions as deemed appropriate. The Director shall be appointed by the Archbishop. The Director shall have such compensation and term of employment as determined by the Archbishop. In the case of a priest-Director the compensation shall be comparable to that received by other priests within the Archdiocese. Other staff members shall have such compensation and other terms of employment as the Director determines subject to the approval of the Archbishop.

Section 2. Duties and Powers. The Director of Educational Services shall be responsible to the Archbishop. The Office of Educational Services shall be under the leadership of the Director who shall have immediate charge and control of the general administration and supervision of all formal education within the Archdiocese (except college level programs and clergy education).

ARTICLE VIII

Seal

Section 1. Seal. The seal of the Archdiocesan Board of Education appears on this document following the official signatures.

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ARTICLE IX

Amendment of Constitution

Section 1. Amendment. This Constitution may be amended, supplemented, or repealed in whole or in part at any time by a two-thirds vote of all of the members of the Board, and explicit written approval of the Archbishop, in accord with existing Archdiocesan or State laws.

Section 2. Notification. All amendments brought before the Board are to be submitted to the Board in writing at least thirty (30) days before a vote is taken.

PROMULGATION OF THE CONSTITUTION OF THE ARCHDIOCESAN BOARD OF EDUCATION

Be it known to all concerned that I hereby formally delegate the powers stated in this document subject to the provisions stated in Article I, Section 2. Be it known that it is my will that this document be officially promulgated.

IN WITNESS WHEREOF we have hereunto subscribed our names on this

seventh day of December, 1984, to the Constitution of the Dubuque Archdiocesan Board of Education.

OFFICIAL SIGNATURES

(Most Rev.) Daniel W. Kucera, O.S.B.
Archbishop of Dubuque

James P. Mulgrew, President
Archdiocesan Board of Education

William J. Daack, Vice-President
Archdiocesan Board of Education

Therese Prusha, Secretary
Archdiocesan Board of Education

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BYLAWS OF THE BOARD

PROCEDURES FOR ELECTING MEMBERS TO THE ARCHDIOCESAN BOARD

ELECTION/APPOINTMENT OF LAY BOARD MEMBERS, SISTERS, AND PRIESTS

Policy adopted: January 10, 1981
Revised: May 11, 1985; December 2, 1989; May 4, 1991 May 2, 1992
Archdiocesan Board of Education

I. MEMBERSHIP

Membership of the Archdiocesan Board of Education consists of four (4) appointed members and twenty (20) elected members. The appointed members are appointed by the Archbishop. The elected members include thirteen (13) lay persons representating the thirteen (13) deaneries, three (3) priests, three (3) sisters, one (1) liaison from the Priest council and shall hold elections annually in the spring months. Appointed and elected members take office at the September meeting of the Archdiocesan Board of Education.
All Board members hold office for a term of three years, as defined in the Constitution. A member may be reappointed or reelected.

II. METHOD OF SELECTION

A. Appointed Members- Unless otherwise specified in the letter of appointment, each appointed member shall serve a term of three (3) years, and shall serve no more than two (2) consecutive terms.

B. Elected Members - Each elected member shall serve a term of three (3) years, and shall serve no more than two (2) consecutive terms.

1. Lay Members

a. Calendar for Deanery Elections

November	Dean and Deanery Council informed of vacancy by the Office of Educational Services - agenda time is requested for the Archdiocesan Board member from the deanery
December/ January	Names are surfaced at the deanery level for ballot. Deanery AB member contacts persons named, informs them of the role, ascertains eligibility, and confirms willingness to serve.
February	Names of candidates accepting nomination are sent to Office of Educational Services by Archdiocesan Board member from the deanery. Ballots and biographical information are sent from the Office to the parish boards of education in the electing deanery.
March	Parish board of education president casts the ballot for the board. The ballots are sent to the Office of Educational Services.
April	Results are announced by the Office of Educational Services in letters to the Dean, Deanery Council, the deanery parishes education boards, and the members of the Archdiocesan Board.

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Biographical data of the newly elected members is sent to the Office of Educational Services.

September New members take office at the September Archdiocesan Board meeting.

b. Responsibilities of the AB member in Deanery Elections

Represents the Archdiocesan Board of Education at the Deanery Council meeting
- informs the Deanery Council of the vacancy
- facilitates the surfacing of candidates' names at the Deanery Council meeting.
- contacts persons whose names were surfaced:
  - to ascertain eligibility
  - to describe the role and responsibilities of a member of the Archdiocesan Board
- to ask the person if he/she is willing to have his/her name placed on the ballot
- sends the names of candidates to the Office of Educational Services

c. Election procedures

When the candidates' names are received at the Office of Educational Services a ballot is prepared. The ballot is sent to the president of the board of education in each parish in the electing deanery.

The president of the parish board of education casts the ballot in the name of the board at the next board meeting. The ballot is returned to the Office of Educational Services to be counted. The nominee receiving a plurality of the vote is elected a member of the Archdiocesan Board of Education.

In case of a tie, another ballot is prepared by the Office. If a tie should again result, the Archdiocesan Board will elect the member by secret ballot at its next regular meeting.

Election results are sent to the Dean, Deanery Council and the deanery parish boards of education by the Office of Educational Services.

d. Vacancies

Vacancies occuring between elections shall be filled for the interim by appointment of the Archdiocesan Board.

2. SISTERS - A Commission of Election composed of Sisters on the Archdiocesan Board whose terms are not expiring, and the Director of Educational Services or his/her delegate, conduct the procedures of election.

a.Electors:

Each congregation serving in educational ministry under the jurisdiction of the Board of Education of the Archdiocese of Dubuque may elect/select one elector for every ten sisters serving as indicated above, and an additional elector for every

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additional multiple of ten or major faction thereof.

Congregations with more than five but fewer than ten sisters staffing educational programs are allowed an elector.

b. Nomination of Candidates for Board Membership

When a vacancy occurs in the sister membership on the Board, religious congregations, excluding the two whose members continue on the Board, may nominate one candidate, the procedure to be established by the congregation.

Biographical data of the nominee and a statement of willingness shall be provided to the Commission for mailing to electors.

Members of the Office of Educational Services staff are ineligible for Board membership. Nominees for Board membership may not serve as electors.

c. Election Procedures

1'. The election will be conducted by mail through the Office of Educational Services.

2'. Electors of the different congregations receive the following:
- biographical data of each candidate
- statement of willingness of each candidate
- ballot for voting
- procedures for election
- list of all electors

3'. The candidates will also receive all of the above except the ballot.

4'. The rules of election follow:

a'. Ballots received at the Office of Educational Services are opened and tallied under the direction of the Commission of Election.

b'. To be elected, a candidate must receive a simple majority of the votes (50% plus one).

c'. If no election results on the first ballot, a second balloting takes place. With the ballot each elector receives a listing of votes each candidate received on the previous ballot.

d'. Should no candidate receive a simple majority, a third ballot is taken.

e'. Should no candidate receive a simple majority on the third ballot, the sister receiving the most votes is elected.

f'. A tie on the third ballot is broken as follows:

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- If the ballot had three or more candidates, a fourth ballot is taken; the fourth ballot is limited to two names;

- If the ballot had two candidates, the sister board member is elected by secret vote of the Archdiocesan Board at their next regular meeting.

5'. Election results are distributed to the Archdiocesan Board, the congregations, the electors and the candidates.

6'. Vacancies occuring between elections shall be filled for the interim by appointment made by the Commission of Election.

3. Priests - The Priests' Council shall conduct an annual election of one priest to the Archdiocesan Board of Education.

Vacancies occurring between elections shall be filled for the interim by appointment made by the Priests' Council.

III. TERM OF MEMBERS - Terms for all members shall begin with the September meeting.

IV. REMOVAL

A. Formal Resignation

A member resigning from the Board shall inform the President in writing.

B. Resignation by Absence

Article III, Section 2 of the Constitution of the Archdiocesan Board of Education states in 8610:

"Any member of the Board, other than an ex officio member, who is absent from two consecutive regular meetings of the Board shall, unless excused by action of the Board, cease to be a member."

Accordingly, the Board notifies the absentee after two consecutive unexcused absences, stating clearly that membership will cease unless he/she is present at the next meeting.

CONSTITUTION
OF THE
BOARD OF EDUCATION
DIOCESE OF GALVESTON-HOUSTON

PREAMBLE

By a decree dated February 27, 1980, Bishop John L. Morkovsky established a Board of Education for the Diocese of Galveston-Houston and ratified its Constitution. Revisions will be periodically submitted to the Bishop of the Diocese for his approval. The ratification date of the Constitution in force will appear at the end of the document.

ARTICLE I

Name, Purpose, Duties and Authority

Section 1. Name and purpose.

There shall be a body, known as the "Diocesan Board of Education," whose purpose it shall be to provide policy direction for the educational programs of the Diocese of Galveston-Houston, as enumerated in the Bylaws.

Section 2. Duties.

It shall be the responsibility of the Board to recommend policies to the Bishop and to set general standards, goals, and objectives pertaining to the educational mission of the Church and to review the implementation and evaluate the effectiveness of such policies. It is advisable that the Bishop consult with the Board before decisions are taken in such matters as opening, closing or changing of status of a school or religious education program, and appointment and termination of the Directors of the offices reporting to the Diocesan Board of Education.

Section 3. Authority.

Policies, when ratified by the Bishop of the Diocese and promulgated by the Board are to be implemented by the Directors of diocesan offices reporting to the Diocesan Board of Education.

ARTICLE II

Membership on Board

Section 1. Number and Composition.

The Board of Education shall have a total of twelve (12) voting members. Its membership should reflect the rich diversity within the Catholic community.

Section 2. Ex-Officio Membership.

a. The Bishop of the Diocese of Galveston-Houston shall be, ex-officio, a member of the Diocesan Board of Education.
b. Directors of all departments reporting to the board shall be ex-officio members but do not have a vote.
c. The Director of the Secretariat for Christian Formation, ex-officio, is a member but has no vote. The Director of the Secretariat for Christian Formation shall serve as the Executive Officer of the Diocesan Board of Education.
d. The Board may appoint other ex-officio members as designated in the Bylaws.

Section 3. Election, Vacancies, Removal.

Members of the Board, other than ex-officio members, shall be selected by the method described in the Bylaws which also provide for the filling of vacancies on the Board. Any member of the board so selected who is absent from two consecutive regular meetings of the Board shall, unless excused by action of the Board, cease to be a member. Service on a Catholic Board is not an office but a ministry. Board members who serve are subject to removal by the Bishop.

Section 4. Tenure of Office.

Each voting member shall hold office for a term of three years, except for one who is selected to complete the unexpired term of another member. No one shall serve more than two consecutive complete terms.

ARTICLE III

Officers

Section 1. Officers of the Board.

The Officers of the Board shall be a President, a Vice-President, a Secretary, and additional officers as the Board may elect.

Section 2. Election, Tenure, and Vacancies.

Officers shall be elected annually at the meeting of the Board designated for this purpose. The procedures for nominating and electing officers are prescribed in the Bylaws. Subject to the Bishop's disapproval, they shall hold office until the next annual election and thereafter until their successors are duly elected.

Section 3. President.

The President shall act as Chair of the Board and of any Executive Committee; shall appoint all committees with the concurrence of the Board but subject to the Bishop's disapproval; shall execute on behalf of the Board all written instruments except as otherwise directed by the Board or the Bishop; shall propose the agenda to be used at meetings and in general shall perform all duties incident to the office of a President and such other duties as from time to time may be assigned by the Board.

Section 4. Vice-President.

The Vice-President shall perform the duties and exercise the function of the President in the absence of the President, and shall perform such other duties as are delegated by the President.

Section 5. The Secretary.

The Secretary shall conduct, receive and dispose of all correspondence as directed and preserve all reports and documents committed to his/her care.

ARTICLE IV

Executive Officer

The Director of the Secretariat for Christian Formation, as Executive Officer, shall:

report the actions of the Board to the Bishop;
assist the Board President in developing the agenda for meetings;
recommend policies;
act as a professional consultant;
keep the official minutes of the meetings;
oversee the implementation of Board decisions;
prepare reports as deemed necessary;
provide all notification as called for by this Constitution;
maintain all records;
prepare and present to the Board a proposed annual budget of Board expenses.

With the approval of the Board, the Executive Officer shall appoint a person, not a member of the Board, to record the minutes.

ARTICLE V

Meetings

A. A regular business meeting shall be held at least four (4) times a year.

B. Special meetings may be called by the Bishop of the Diocese, the Director of the Secretariat for Christian Formation, the President of the Board, or by two-thirds vote of the Board.

C. Notice of such meeting and agenda with background information on items to be discussed shall be sent to each member of the Board prior to the meeting.

D. Meetings of the Board shall be open. The Board may enter executive session when directed by a majority of the voting members present. All decisions shall be approved in open session.

E. At least six (6) of the voting members of the Board must be present for the transaction of business. Approval by the majority of those present shall suffice for any decision or election unless otherwise stated in the Constitution or Bylaws.

F. As a consultative body, the Board will normally seek to arrive at consensus through informal discussion. On any matters requiring formal resolution by vote, however, Robert's Rules of Order shall apply, unless the Board has explicitly fixed for itself some other procedures.

ARTICLE VI

Committees

Subject to the Bishop's approval/disapproval, the Board may provide for such committees as it deems advisable and may discontinue the same at its pleasure. Each entity shall have such responsibilities and shall perform such duties as may be assigned to it by the Board or the Bishop and shall be appointed and vacancies filled in the manner determined by the Board.

ARTICLE VII

Amendment of the Constitution

A motion for amendment to the Constitution must be presented in writing by a member of the Board to the President prior to the regular meeting at which this motion is to be considered and voted upon no sooner than the next regular meeting. A two-thirds vote of the total voting membership is required for the adoption of the amendment, subject to the approval of the Bishop of the Diocese.

Approved +Joseph A. Fiorenza

Date September 13, 1996

CONSTITUTION

DIOCESAN SCHOOL BOARD

DIOCESE OF KANSAS CITY - ST. JOSEPH

MISSION STATEMENT

The Diocesan School Board is a consultative body called by the Superintendent of Schools with approval of the Bishop to foster and promote Catholic education by assisting in the ministry of Catholic schools.

We believe it is the role of Catholic schools to teach and nurture the values, traditions and beliefs of the Catholic Church, to help parents fulfill their roles in the development of faith in their children, to promote academic excellence, to foster the development of leadership and service, to teach children respect for self and others and responsibility in the broader community.

We further believe that it is the responsibility of this board to facilitate a diocesan vision of Catholic schools which is unifying and responsive.

ARTICLE I - NAME OF ORGANIZATION

The name of this body shall be the Diocesan School Board of the Diocese of Kansas City - St. Joseph.

ARTICLE II - PURPOSES AND FUNCTIONS

The Diocesan School Board is established by the Bishop in accordance with diocesan policy to assist him and the Superintendent of Schools in governance of the Catholic schools of the diocese subject to the provisions of Canon Law and the regulations and laws of the State of Missouri.

When the board meets and agrees on a policy matter, and the policy is approved by the Bishop, the decision is effective and binding on all. The board is consultative in the following sense: the members cannot act apart from the Bishop and Superintendent of Schools and cannot make decisions binding for the schools without approval of the Bishop and the Superintendent of Schools.

Consultation (CF. Canons 495-501) also means that decisions will not be made in major matters until and unless the school board has been consulted. The areas in which the board has responsibility and may be consulted are:

A. Planning
B. Policy development and formulation
C. Financing
D. Public relations
E. Recruitment
F. Accreditation
G. Political Action

ARTICLE III - RELATIONSHIPS WITH OTHER GROUPS

In conjunction with the School Office, the School Board shall communicate its discussions and recommendations to all local boards of education, and the pastors, administrators and staffs of schools, preschools and extended care programs within the Diocese.

ARTICLE IV - MEMBERSHIP

The Superintendent of Schools and Associate Superintendent(s) are ex-officio members of the Board. The Superintendent of Schools will serve as the Chairperson of the School Board. In addition, the board shall have sixteen (16) members selected as provided in Article V. The initial board shall consist of members whose terms will be for either two, three or four years. Thereafter all terms shall be for three years. Employees of the diocese shall not be eligible for membership other than ex-officio membership.

Terms shall end on June 30 of each year. No member may serve more than two terms and these two terms must not run consecutively. The Superintendent of Schools may appoint individuals to fill the unexpired term of any member due to resignation or death. At the discretion of the Executive Committee, a member may be removed from the Board due to unexcused absence from two or more regular meetings in a 12-month period.

Members may serve on Board task forces or special project committees.

ARTICLE V - NOMINATIONS AND SELECTION FOR MEMBERSHIP

The Executive Committee will appoint, by March 1 each year, a Nominating Committee to consider candidates for board membership. Requests for membership applications shall be communicated throughout the diocese. Individuals may nominate themselves or other persons. The deadline for submitting nominations shall be May 1 of each year. Nominees will be asked to submit a resume and response to the Superintendent of Schools.

Members will be selected by the diocesan School Office, with input from the Board, from the nominees with a view towards selecting persons representative of priests, religious, various geographical locations, and the social and economic diversity of the entire diocese, and persons filling the needs of the School Board. Selection of members shall be subject to the approval of the Bishop.

ARTICLE VI - DUTIES OF OFFICERS AND MEMBERS

The officers of the Board shall consist of the President, Vice-President and Secretary. The Superintendent of Schools shall serve as the Chairperson of the Board.

The President, Vice-President and Secretary shall be elected at a meeting of the School Board designated for this purpose and shall hold office for a term of one year or until their successors are installed. Each officer may be re-elected to the same office for a maximum of three consecutive years. Nominations for officers may be made by any member of the Board.

The duties of the officers and the Chairperson shall be as follows:

PRESIDENT: The President shall preside at all meetings of the Board and Executive Committee and shall, with the assistance of the School Superintendent, prepare the agenda for meetings.

VICE-PRESIDENT: The Vice-President, in the absence of or at the request of the President, shall perform the duties and exercise the functions of the President and, when so acting, shall have the power of the President, and shall perform such other duties as delegated by the President or School Superintendent.

SECRETARY: The Secretary, in cooperation and conjunction with staff members of the School Office, shall see that minutes of all meetings are kept; that notices are fully given in accordance with provisions of this document; shall serve as the custodian of all records of the Board; shall execute and attest written instruments as directed by the Board; and shall perform all duties inherent to the office of Secretary to the Board as from time to time may be assigned by the President or Superintendent.

SUPERINTENDENT OF SCHOOLS: The Superintendent of Schools, as Chairperson of the Board, shall execute, on behalf of the Board, all written instruments, shall report the actions and recommendations of the Board to the Bishop, and shall prepare the agenda for meetings with the assistance of the President.

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ARTICLE VII - MEETINGS

The Board shall meet six (6) times per year on dates set one year in advance. These dates should be selected as soon as possible after new members are chosen in June. Task forces and special project committees shall meet at the discretion and direction of the chairperson of each task force or committee. Special Board meetings may be called by the President or Chairperson. Meeting dates shall be published to the diocese in advance, and meetings ordinarily shall be open to the public. The Board may hold closed sessions at its discretion whenever issues involve personnel or other confidential matters.

Any non-board member wishing to address the Board must contact the School Office at least seven (7) days prior to the meeting. Addresses by non-board members shall be limited to five (5) minutes per speaker and 20 minutes total per meeting.

ARTICLE VIII - EXECUTIVE COMMITTEE

The Executive Committee shall consist of the President, Vice-President, Secretary and Chairperson of the Board. The Executive Committee shall meet regularly to plan the agenda for board meetings and to review task force assignments and reports. At least once every three (3) years, the Executive Committee shall appoint special project committees to study and review school curricula and school policies and procedures, and to suggest changes or additions thereto.

ARTICLE IX - TASK FORCES AND SPECIAL PROJECT COMMITTEES

The diocesan School Office shall have the responsibility with the President of appointing and approving members of all task forces and special project committees. The School Superintendent and/or Associate Superintendent(s) shall serve as ex-officio members of all task forces and committees.

Committees and task forces shall be comprised of both Board members and non-Board (at large) members. Committee and task force terms shall not exceed three (3) years, except that a Board member may serve on a task force or committee for an additional three (3) years following the expiration of his or her term as a Board member.

ARTICLE X - BYLAWS

The Board may adopt or amend bylaws as it deems advisable at any regular meeting provided that the bylaws have been presented at the previous meeting of the Board and the matter is indicated on the written agenda for consideration.

ARTICLE XI - RULES OF ORDER

Ordinarily, decisions regarding policy matters and other major issues shall not be made at the "first reading", which shall be set aside for information and clarification purposes. The Board shall begin its decision-making process during or after the "second reading".

In order to provide the most useful consultation to the Bishop, the Board shall employ the consensus method of decision-making. If the Board is unable to reach consensus, the minutes should reflect the different positions taken by Board members and the reason(s) behind the Board's decision or recommendation.

ARTICLE XII - AMENDMENTS

This Constitution may be amended by consensus or alternatively by vote of three-fourths (3/4) of all Board members, subject to the approval of the Bishop. Proposed amendments shall be published in writing to Board members not less than thirty (30) days prior to the meeting at which they are considered, and consideration of such amendment shall be indicated on the agenda.

Adopted: +John J. Sullivan

Revised: _____

_____
Bishop of Kansas City - St. Joseph
President

Sister Vickie Perkins
Chairperson

Attest:

Agajit Mendez
Secretary

Dated: April 6, 1992

1633H

Appendix 6-26

Parish/School: Educating for Our Future

A Day of Learning, Inspiration and Sharing for pastors, parochial ministers, principals, school commission members, parents' club officers and volunteers, and development officers of the Catholic schools of the Pacific Northwest. Sponsored by the School Board of the Archdiocese of Seattle. November 5, 1995, St. Thomas Center, Bothell, Washington.

Parish/School: Educating for Our Future - The School Board of the Archdiocese of Seattle

Schedule

8:15 am	Registration Begins Continental Breakfast by *Caffe' Appassionato*	St. John Vianney Church
9:00 am	Welcome Dr. Harry Purpur and Ms. Kathy Willis	St. John Vianney Church
9:10 am	Re-dedication Ceremony Archbishop Thomas Murphy	St. John Vianney Church
9:30 am	Keynote Address Dr. John E. Coons: *Scholarships for Children*	St. John Vianney Church
10:00 am	Break	
10:30 - 11:30 am	First Sessions (see session descriptions) Development-1 Legislative-1 School Commission/Parents Club-1 Pastor/Principal-1	 room location here room location here room location here
11:30 am	Break	
12:00 - 1:00 pm	Second Sessions (see session descriptions) Development-2 Legislative-2 School Commission/Parents Club-2 Pastor/Principal-2	 room room room
1:00 pm	Lunch	
2:15 - 3:15 pm	Third Sessions (see session descriptions) Development-3 Development-5 Legislative-3 Parents' Club-1 School Commission/Parents Club-3 School Commission/Parents Club-6	 room room room room room room
3:15 pm	Break	
3:45 - 4:45 pm	Fourth Sessions (see session descriptions) Development-4 Development-6 Legislative-3 continues Parents' Club-1 continues School Commission/Parents Club-4 School Commission/Parents Club-6	 room room room room room room

Phone-a-Thons

Session D-6: So your school wants to conduct an annual giving campaign or wants to systematically capitalize on your extensive network of alumni or parishioners. Just what do you do? A phon-a-thon may be the answer, but it requires careful planning and preparation. Barb Williams lends hints, tips and her experience as Director of the annual fund at Bellarmine Preparatory School in Tacoma.

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School Commissions and Parents' Club Sessions

How to Jump Start your School Commission:

Session School Commission/Parents Club-1- The speaker will give practical advice running your school commission or parents club: job descriptions, guidelines, suggestions for membership, relationships to other governing groups in your school and parish and how to pinpoint ineffective groups.

Commission Structures and Governance

Session School Commission/Parents Club-2- What are Catholic School Boards and Commissions? What do school commissions do? How effective are boards, how do they make decisions and how are they elected? The speaker will present the latest research on these and other questions regarding school commissions.

Mission-Based Leadership

Session School Commission/Parents Club-3- Leadership is an elusive trait, much-desired and, surprisingly, often found in Catholic school commissions and parents' clubs. The speaker will talk about leadership styles, goals, objectives for discussion, running effective meetings, tasking and other aspects of the "Chairman of the Board."

THE NATIONAL ASSOCIATION OF BOARDS OF CATHOLIC EDUCATION

ISSUE-GRAM

National Catholic Educational Association

Vol. 3 No. 2 Fall/Winter 1994
Vol. 4 No. 1 Spring/Summer 1994

Introduction

This *Issue-Gram* expands into a special double issue devoted to the topic of public policy. Our authors had a great deal of valuable and pertinent information for board members to use now. Therefore, the National Association of Boards of Catholic Education (NABE) presents here an overview of the need for and meaning of a public policy committee on the board.

This *Issue-Gram* focuses on a special function of the board and its committees. Public policy is an area where boards can take the lead for parents in the parish and in the diocese. Boards should head the effort to give every child the opportunity to be educated in the school of the parents' choice.

The theory and rationale behind the existence of a Public Policy Committee is presented in the first part of this *Issue-Gram*. John E. McGovern, CSC, the NCEA Public Policy Research Associate, encourages board members and gives tips to facilitate effective action for boards across the country. From his article, board members will get a good sense of their role in the public policy debate regarding parental choice.

In the second part, Carol Cimino, SSJ, the Associate Director of Catholic School Administrators Association of New York State, presents hands-on ideas to use and caveats to remember when exercising the public policy arm of the board. Board members will benefit from her experience and expertise in public policy matters. Boards can profit in many ways in establishing a public policy committee.

Use this *Issue-Gram* to find ideas and to implement a course of action.

The Public Policy Committee of the Education Board

Part One
USCC Statement of Goals

John McGovern, CSC

In November 1990, the United States Catholic Conference (USCC) outlined a set of four goals to be achieved by 1997, the 25th anniversary of *To Teach As Jesus Did* (*TTJD*). Two goals in the bishops' statement which have direct bearing on Catholic schools and their boards are:

- Goal Two—That serious efforts will be made to ensure that Catholic schools are available for Catholic parents who wish to send their children to them.
- Goal Three—That new initiatives will be launched to secure financial assistance from both private and public sectors for Catholic parents to exercise this right.

Ensuring the recognition and preservation of the rights of parents to choose the education most appropriate for their children was a cardinal principle undergirding these goals. This principle is under attack in today's society. More substantial participation in the political process on the part of parents of Catholic school students is needed in order for the church to have good reason to celebrate the 25th anniversary of TTJD.

A central issue that should both attract and drive the fullest participation of citizens in the political process is complete and fair parental choice in education. This is not just a Catholic school issue. Many children attending public schools are not placed in the school that their parents deem to be "the best." More often than not, the system dictates which school the child will attend according to home street address. This practice is being questioned widely. All citizens should be interested in the nature of this issue, its implications, and the goals set forth in the bishops' *TTJD* 25 years ago.

> *"We support and encourage the formation of diocesan, state and national organizations of Catholic school parents ... A national office will provide assistance to diocesan and state groups..."*
>
> *In Support of Catholic Elementary and Secondary Schools*
> Statement by the United States Catholic Bishops, November 1990

In order to achieve Goal Two, the bishops are calling the Catholic community to work with them to preserve and promote a system of schools which has served the church very well and which continues to fulfill an important purpose in society. Catholic schools make a significant contribution to-

continued on page 2

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ward creating a citizenry educated in Christian values and called to serve others. Few question the value of keeping these schools in existence. Achieving the means to "ensure" their continued existence, however, is a challenge to everyone.

Achieving Goal Two is necessary before we can begin to work on the specifics of Goal Three. Yet Goal Three is a means toward achieving Goal Two. When we are faced with these challenges, leadership must quickly get to answering the "WHO," "WHAT," "HOW," and "WHEN" questions. For too long, too many have relied on the bishops to do everything needed to realize these goals. Today, a new generation of lay leadership is required; new modes of involvement are needed to realize goals set by the bishop.

"We call on all citizens to join with us in supporting federal and state legislative efforts to provide financial assistance to all parents which will ensure that they can afford to choose the type of schooling they desire for their children."

In Support of Catholic Elementary and Secondary Schools
A Statement of the United States Bishops, November 1990

State and National Action

There must also be action beyond the Catholic school community. The bishops call all, including boards, to enter the public policy debate regarding educational issues. In this call, the bishops stated, "We are convinced that the Catholic community needs to enter seriously into national and state educational discussions; we are taking immediate steps to educate all citizens of the United States about the importance of ensuring that all parents have a meaningful choice of schools."

There are serious issues that should concern a number of Catholic parents whose children are enrolled in public schools. Boards of total Catholic education, for example, should be examining how effective parish religious education programs are in addressing new challenges. Following are some other issues of major concern:

- **The alignment of state education goals to the proposed national education goals and the related assessment strategies which will be developed.** A group of Pennsylvania parents have now "gone national" with their concern that the "outcome based education" movement is delving into aspects of individual development which should not become matters of testing or assessment. These parents are concerned about these matters and about the classroom teacher implementing curriculum with strategies to control/adjust/manipulate the child's self concept until he/she later "gets the right answer" (i.e. correct according to some ideology) on a retest. These parents believe that some aspects of personal development are rightfully and best left to the parent — the child's primary educator.

- **The expressed intent of Surgeon General Joycelyn Elders to see school-based clinics increase in number.** The idea of administering reproductive health care and birth prevention to children in school settings without the knowledge of parents is objectionable to many. The absence of parental notification or parental consent legislation in the majority of states should be reason enough to bring thorough scrutiny to the Surgeon General's goals.

- **The misdiagnosis of children and the mistreatment of parents in the "Committee on Special Education" process recently documented in the December 13, 1994, issue of *U.S. News and World Report*.** Many children have been labeled by this process in order "to move them through the system." Drop-out figures for students labeled "handicapped" are staggering. Special education costs in the United States have grown from a $20 billion program in 1988 to a $30 billion program in 1992.

We have come to the point where these issues cannot be dealt with adequately by an individual testifying at the monthly meeting of the public board of education. The time has come for networks of parents to work together in support of one another's efforts. Parents must try to curb infringements on their rights as parents. There perhaps has never been a time when the rights of parents as "primary educators" needed to be defended in the way that is required today.

It is in this light that we must consider how school boards and boards of total Catholic education must undertake new roles. Every board must turn its attention to the public policy debate which is currently being waged in nearly every state in the country. At the same time, every board must realize that it must unite its effort with those of other boards in order to achieve progress and eventual universal full and fair parental freedom of choice in education. No single board has the potential to achieve this victory in isolation, no matter how dedicated its members. It is time to network - within a diocese, within a region, among dioceses within a state, between and among states, and, of course, nationally.

Public Policy

"Public policy" as a term remains an abstraction for too many people. If we are to promote a board's involvement in public policy matters, it would be best for us to define our terms. Consider the "roots" of these words:

The following are some public policy areas currently affecting students and parents:

- school choices: vouchers for parents to redeem at any school, public or private, tuition tax deductions
- services to students in non-government schools; textbooks, transportation, health and remedial services, inclusion in special programs
- federal, state, municipal statutes that may curtail the normal operation of Catholic schools and their ability to deliver a Catholic education

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- public - from the Latin "publicus" —of or relating to the people;
- policy—from "politia"—a course of action decided or adopted for expediency's sake.

Using these two roots we may establish an operational definition of public policy—"a course of action pursued and/or adopted by government for the sake of serving the people expediently." The following is even better because of its emphasis: "Public policy is a process involving constituents (publicus) and their elected officials in the mutual determination of how government can best serve (politia) the needs and interests of the people."

Is it not in the best interests of the people to see that Catholic schools continue to exist? Is it not in the best interest of the people to ensure that all parents are free to choose the school which best serves their children?

It is the public policy committee of the school board, acting in consort with its counterparts, which must forge this vision and establish this accountability for public officials to enter the debate which will lead to policies that serve the interests and needs of parents pertaining to the education of their children.

It is the public policy committee of the board of total Catholic education which should be working together with state legislators to ensure that law and policy do not interfere with the rights of parents as primary educators. Networks of these committees must be the countervailing force that deals with legislators from a perspective which challenges special interest groups commanding the attention of lawmakers with money and ideology.

Collaboration With Other Groups

A theme promoted by the National Association of Boards of Catholic Education is the need to establish collaborative relationships between boards and other groups with whom they share interests and issues. Some may argue that, in the case of the Catholic school, the home-school organization is the proper agent to direct the interfacing of parents with the public policy process. However, our theory puts the board in the leadership role. The board in turn reaches out to parent groups to involve them in the pursuit of the public policy objectives which are a priority. These priorities, hopefully, have been determined as a result of some coordination of efforts at the state level by the Catholic Conference or a comparable group.

There are many reasons for placing this responsibility with the board. However, one tops the list: the board is entrusted with the task of determining policy for the group it leads. Included in policy determination are the financial management of the school or program and safeguarding the tax-exempt status of the corporation (which differs in the cases of the parish elementary school, the diocesan high school, the private Catholic high school, etc). It is the board, acting within its policy role, which should determine action steps for pursuing public policy issues. The board must ensure that improper activity will not take place and thereby safeguard the tax-exempt status of the entity. There is ample room for the peaceful coexistence of the board and the home-school group.

These are issues which, in our view, place the board in a primary role at the local level in determining proper activity as it relates to public policy issues.

These NCEA publications

- help your board form public policy committees
- provide resource material for education and action

The Power of Our Ideas: Papers from the 1992 Principals Academy specifically addresses public policy for principals and administrators in Catholic elementary and middle schools. ($7/member)

A Catechism on Parental Choice in Education by Robert Kealey, Ed.D., contains answers to the 20 most asked questions about parental choice. Available in packets of 25 booklets for $12/member.

The People's Poll on Schools and School Choice: A New Gallup Report by the Gallup Organization was released October, 1992. This report measures public opinion on the issues of parental choice of schools and the funding of school choice. ($12/member)

Call the NCEA Publications Office to order these publications.

CAPE

The Council for American Private Education
1726 M Street, N.W.
Suite 1102
Washington D.C. 20036
(202) 659-0016

Part Two
Challenges to Tax Exempt Status

Carol Cimino, SSJ

Recently, two movements have converged, bringing into question the continuance of tax-exempt status for church-related organizations. The first is the reality of shrinking tax bases being experienced by municipalities and the states. This has resulted in huge shortfalls in revenue, and subsequent curtailing of services to the citizens of these areas. Consequently, civil authorities, in their quest for more tax revenue, have begun to cast hungry eyes at heretofore exempt organizations, including churches and religious schools.

At the same time, church-related institutions, including Catholic schools, are sensing that the arenas of public policy and political action have become the point of focus for activity. The spate of state-by-state school choice initiatives has spurred Catholic school boards and other church groups to take an interest in and a proactive role in promoting these initiatives.

Convergence and Liability

The convergence of these two movements has drawn attention to the church's status as a tax-exempt institution. Tax-exempt institutions should be aware that violation of Internal Revenue Service statutes can lead to the removal of tax-exempt status. Often this not only means that the institution will start having to pay taxes, but it may mean that it is liable for past taxes, charged all the way back to the founding of the institution, plus penalties.[1]

This thought alone should give Catholic school boards serious pause.

Maintain Tax-Exempt Status

Simply stated, to qualify for and maintain tax-exempt status under Section 501(c)(3) of the Internal Revenue

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Code of 1986, an organization must comply with several general rules, including:

1. the limitation on lobbying activities
2. the prohibition against political activity

Limitation on Lobbying

No "substantial part" of a Section 501(c)(3) organization's activities may constitute "lobbying." Lobbying is defined as attempts to influence legislation by propaganda or otherwise, either by *direct contact* with legislators, or by *indirect contact* by urging members of the public to contact legislators.

"Substantial part" is hard to define, since no clear line delineates what is substantial and what is unsubstantial. As a general rule of thumb, however, an organization should consider that the smaller the organization's budget, the more subject to scrutiny the organization will be. Thus, a hospital, with a budget of several million dollars, can spend several hundred thousand dollars to promote legislation amicable to their operation, but a Catholic school, often with a budget of several hundred thousand dollars, could find itself in trouble by spending a couple of thousand dollars on lobbying.

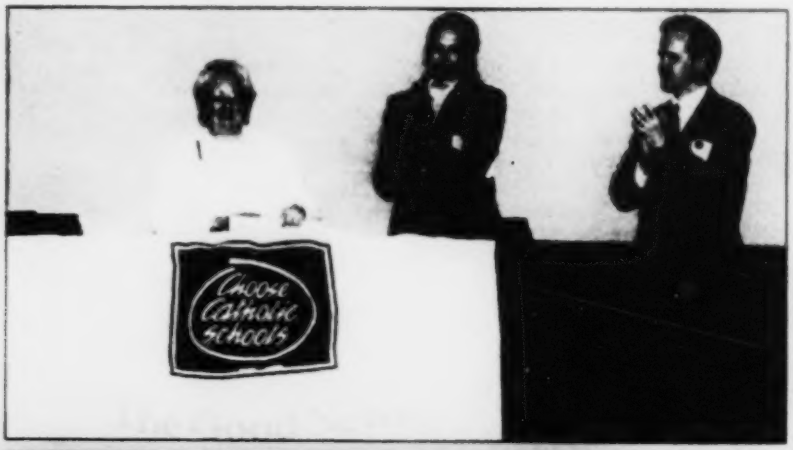
There are refinements in the law that do permit some lobbying, and the definition of "substantial part" varies from state to state. The same principle applies to the second restriction, considered next.

Prohibition Against Political Activity

Broadly stated, tax-exempt organizations must refrain from any and all *partisan* political activity or they jeopardize their tax-exempt status. This includes:

- supporting candidates for office
- urging voters to elect a specific candidate
- promoting or opposing a political party's platform
- distributing campaign literature
- distributing a biased candidate's survey on selected issues
- arranging to work for a candidate for political office
- taking up a collection for a party's or a candidate's election effort.

It is a general rule that any activity which involves even a potential candidate should not take place at least three months prior to the election. This takes away any suggestion of



Matt Boyle, executive director, and Kathleen McCarty, president of the Connecticut Federation of Catholic School Parents, pay a tribute to Crystal Truglia, a Connecticut state legislator who has worked to preserve a fair share of education benefits for all students in CT.

Kathleen McCarty addresses an annual legislative lunch hosted each year by the federation.

Matt Boyle and Kathleen McCarty address the luncheon in support of Catholic schools.

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impropriety on the part of the nonprofit.

Legislative Research Committee

One practical suggestion is for a board to have a legislative research committee. This committee gathers information on local, state and federal legislation which might impact on the Catholic school. The committee should work in conjunction with the local diocese and the state Catholic Conference (where there is one) and the United States Catholic Conference. The objective is to keep parents and other interested parties informed of pending legislation and to disseminate information on what course of action these bodies might recommend.

IRS Regulation Familiarity

This is not to dissuade Catholic school boards from exercising some influence on political activity; indeed it is long overdue. Familiarity with the limits and latitudes of the IRS regulations, however, is vital if Catholic schools and other church-affiliated institutions are to retain their rightful status as tax-exempt.

Note

[1]Dorothy Vidulich, The Christic Institute, a nonprofit interfaith center for law and national policy, was slapped with a $1.2 million fine and stripped of its tax-exempt status in May 1992 for "flagrant violations of the IRS prohibitions against political activity." "Christic is Charged with Abusing Tax-Exempt Status," *National Catholic Reporter*, May 15, 1992.

At a luncheon workshop, these board members discuss public policy.

Public policy committees can work together and network with other board members in the diocese and state.

Workshops, like this one in the Diocese of Houma-Thibodaux, LA, help board members to brainstorm about new roles.

These board members strategize and prioritize the board's work.

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Public Policy Committee Board Strategies

- Set up a Public Policy Committee. Purpose: to identify and create liaisons with groups which attempt to define education public policy (State School Boards Association, NEA/AFT State affiliate, etc). Expect periodic reports on issues.
- Stay informed of your State Catholic Conference "legislative agenda" supportive of parental choice in education.
- Join your diocesan and/or state Catholic Parent Federation. Disseminate their newsletter information to board members.
- Encourage Church leaders (diocesan bishop, superintendent of schools or director of religious education) to promote the creation of a statewide network of Catholic parents where one does not already exist.
- Identify other organizations which espouse passage of parental choice legislation (eg. other religious groups, independent schools). Inform local boards of how to become members.
- Appoint a liaison to inform the board about issues discussed in the public school boards of education in your area.
- Establish a legislative network. Align home addresses with state House and Senatorial Districts. How many parents in your network reside within each district?
- Work "from within" to promote quality education for all children. Identify parents who may be good candidates to serve on the public board of education. Support their candidacy.
- Establish an area network of board Public Policy Committee members. Come to agreement on approaches to issues. Tie-in with directions being set by diocesan or state Catholic conference personnel.
- Support your state-level CAPE (Council for American Private Education) affiliate (See CAPE information in this *Issue-Gram*).
- Provide names, addresses and telephone numbers of your State Legislature Education Committee(s) to board members.
- Consult reliable sources on how to sponsor debates, candidate nights, issues forums, etc. prior to state elections, taking all precautions to observe restrictions on activities which would jeopardize tax-exempt status.

What Catholic School Boards Can Do:

- Advocacy aimed at regulatory and administrative agencies: for example, getting the safety board to relax its rules on numbers of fire exits
- Development of general policy positions aimed at some problem that has not been reduced to specific legislative proposal; for instance, a board might develop a policy on door-to-door solicitation by students during school fundraisers before the local municipality formulates and/or proposes legislation regulating such activity
- Testifying as an expert before a legislative committee on pending legislation
- Providing pertinent facts on legislation that allows readers to make their own conclusions

Keep in mind that the above list provides suggestions for Catholic school boards *qua* boards, and that individuals have no such restrictions on their own political activity as individuals. Thus, an individual cannot speak to a group of legislators as the "president of the St. Mary's school board," but only as "Mary Smith, concerned citizen."

Catholic school boards may:

- Distribute a list of issues involved in a political campaign. For example, usually the local newspaper lists the issues involved in an election, and how the candidates stand on these. A school board might ask the local paper for copies of the list and see to it that members of the school community receive a copy.
- Arrange a "meet the candidates night" to which all candidates are invited. Remember that you may not charge rent or admission for this. Let another organization, such as the League of Women Voters, arrange the event. For example, the League might begin the meeting by acknowledging that the board had asked them to conduct the event, with a disclaimer that the board in no way wanted to indicate that it favored one candidate over another.
- Ask an organization such as the League of Women Voters to conduct an event. This takes care of another peril risked by any nonprofit in undertaking such an event itself. A candidate might be inadvertently missed when the invitations were sent out. This may result in that candidate's charge of bias, even though he may have been invited, but the postal service failed to deliver an invitation.
- Conduct a non-partisan voter registration drive. The board might invite the local board of elections to use the church or school hall on a weekend to do a drive. The board may then encourage all eligible voters to stop by and register, for whatever party affiliation they choose.

Join NABE!

Benefits include all NCEA publications for ALL board members, *Issue-Gram*, NABE's biannual newsletter, regional representatives who want to help you free-of-charge, voting privileges and more. Call Patty for more information and a membership brochure at (202) 337-6232.

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Criteria for At Risk Schools

The criteria listed below are meant to be used as "red flags." One or two criteria in isolation do not necessarily indicate a serious problem in a school. They allow a board an opportunity to monitor and review situations and take action before a school is in critical condition.

a. Indicators of Catholic Identity are lacking or deficient.

b. Indicators of academic success are consistently low.

c. An advisory board is not present or, if present, is not effectively involved in budgeting, development and long-range planning.

d. The school lacks a long-range plan.

e. Enrollment is below 200 or has declined by 10% or greater for several years, and/or average class size per grade is less than 22 students.

f. Uncollected tuition reaches unacceptable level (4% of anticipated total).

g. School expenses, exclusive of salaries and benefits, exceed 10% of the archdiocesan average for these expenses.

h. The school pays above or below the archdiocesan salary scale.

i. Tuition income does not meet at least 70% of the school's expenses.

j. The supporting parish or parishes are required to provide more than 20% of the school's expenses.

k. The financial resources of the supporting parish or parishes are not adequate to meet at least 20% of the school's expenses or to provide for the maintenance of the physical plant or necessary capital improvements.

l. Indicators of poor leadership are present.

Archdiocese of Washington, DC

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Appendix 6-29

Cluster Meetings

7:00 pm–9:00 pm

Agenda

1. Prayer
2. Activities of the National Association of Boards of Education (NABE)
3. Development
4. Curriculum
5. Activities of Local Boards
6. Cluster Survey
7. Open discussion on Local Issues

Cluster Survey

1. Comments on board training:

2. Need for more board training: Yes _____ No _____
   If yes, what areas would you suggest?

3. "Dabbles" newsletter reaction:

   Further Suggestions:

4. Interest in reflection day for boards in fall: Yes _____ No _____
   Comments:

5. Areas that NABE could help with:
   By-laws -
   Budget -
   Structure -

6. Other comments:

Diocese of St. Augustine, FL

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Planning and Policy Development: Major Initiatives

The Archdiocesan School Board of Portland, OR, deserved their 1992 NABE award for planning and policy development. The planning process began in 1985 with the Area Planning Committee, which consisted of local boards of education, parish pastoral councils, pastors and school principals.

Each school board completed assessment forms and developed a five-year planning document for personnel, enrollment, financial planning, plant and facilities and curriculum planning.

Through the reorganization process, guidelines were followed in developing a summation report and reorganization agreement. A summary was completed regarding the major issues and trends affecting elementary education in the parishes, with reorganization options. From these options a long-range plan was developed.

What was the value of this planning?

- This year St. Anne School will open as a new (1-3) school.
- The Presbyteral Council and Archdiocesan School Board agreed that parishes with schools would provide 30% of the funding for the school budget. This agreement was approved by Archbishop Levada.
- Non-school parishes agreed to pay $600 for each qualified student attending a Catholic school. This allows parishes without schools to have a school identity and to share in the financial support of the host parish.
- Last year, as a result of this document, one school closed and became an early childhood center and a part of the Catholic school system.
- There are now 33 endowments in the parish schools, for a total of $9.5 million.
- The archdiocese provides $500,000 per year in tuition assistance and school support on an annual basis.
- Enrollment has grown by 1,100 students in the last three years, from 10,700 to 11,800.
- For the last two years the focus has been on boards. A new board manual is being developed so that all who serve on boards may know their roles and responsibilities. NABE has been a great help with this manual. [Resources are available from NABE at 1077 30th Street, Suite 100, Washington, DC 20007.]
- A new financial manual is also being developed so that schools may operate within a balanced budget and develop the financial resources to advance the institution in the future.
- The archdiocese now has a development director for schools.
- Spiritual formation programs (*Sharing the Faith* and *The Good News*), developed by NCEA have been studied.
- $20,000 in annual scholarship support for teachers and principals is available for those who wish to pursue degrees in Catholic school administration.
- Marketing strategies include radio, television, the distribution of 10,000 real estate brochures, 40 bus tails with the logo, and current articles for *The Sentinel*, the Portland Catholic newspaper. Approximately 25 schools contributed articles, photos and information about new programs for the opening of school issue.
- Approximately $15 million in construction is being completed in three high school and four elementary schools.

Mr. Larry Thompson writes of his success with the Archdiocesan School Board: "I believe in school boards and the power of God working in all of us. I think we have grown beyond the doughnut sale; we are now much more sophisticated about real costs."

Archdiocese of Portland
Individual School Enrollment Planning Data

(Information is available from local organization, people and records.)

Population Trends History
Population Trends Projections

Baptismal Record History
Baptismal Record Projections

Enrollment History
Enrollment Projections

Number of Returning Students History
Number of Returning Students Projections

Parish Record History
Parish Record Enrollment

Public School District Enrollment History
Public School District Enrollment Projection

Enrollment Assumptions
Enrollment Recommendations

Archdiocese of Portland
Individual School Five Year Plan Overview

School: Prepared by:
City: Date:

	19—	19—	19—	19—	19—
Total Enrollment Projection					
Personnel					
Curriculum					
Plant and Facilities					
Other (Specify)					
Other (Specify)					
Finances					
Operational Budget	$—				
Capital Outlay	$—				
Student Services	$—				
Tuition					
Average Tuition	$—				
Per Pupil Cost					

FORMULA FOR PER PUPIL COST

Operational Budget	=	total expenditures without capital outlay and student services.
Average tuition	=	divide tuition income total by number of students.
Per Pupil Cost	=	divide operational budget total by number of students.

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ARCHDIOCESE OF PORTLAND

SUGGESTED QUESTIONS FOR INDIVIDUAL SCHOOL CURRICULUM PLANNING

(Board works with the faculty to create the curriculum segment of the school-wide plan.)

I. Gathering Data
   a. Define curriculum as you are using it in this study (that is, the course offerings at this school).
   b. Describe the students:
      1. Who makes up your school?
      2. What are the prerequisites for attending this school?
      3. What capabilities do the students have?
      4. What needs must be met now to prepare them for adult life?
   c. What are the archdiocesan guidelines regarding:
      1. Selection-adoption cycle of textbooks
      2. Scope and sequence of course offerings
      3. How does your school coincide with these guidelines?
   d. Describe the present curriculum in your school.
   e. How prepared are your students for high school?
   f. What academic image does your school have?

II. Analyzing Data
   a. Summarize data
      1. Does the curriculum K-8 reflect the philosophy of the school?
      2. Does the philosophy say what you want it to say about the curriculum?
      3. Studying the test data and high school data, how does the curriculum meet the students' needs?
      4. What are the roles of electives (mini courses) within the curriculum?
      5. How does the curriculum meet the needs of the slow learner? of the gifted?
   b. State assumptions.
   c. State recommendations.

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INDIVIDUAL SCHOOL FACILITIES PLANNING OUTLINE

List organizations, people and records providing information used by your school in plant/facility planning.

Follow this outline for each building used in your school program to determine the adequacy of facilities.

- Brief description (include basic material, design, other features such as heating, plumbing, electrical).
- Construction or modification done in last five years.
- Present structural changes or repairs needed. (change___, estimated cost___, anticipated year of change or repair___)
- Project maintenance program for the next five years. Estimate costs.
- Identify major long-range structural maintenance and repair modifications, e.g., new roof every 20 years.
- Review all programs for safety (fire, earthquake, flood, etc.) and health (first aid, candle watts, cafeteria, lavatories, etc.).

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INDIVIDUAL SCHOOL PERSONNEL PLANNING FORM

List organizations, people and records providing information for personnel planning.

SUMMARY

Master Code	Age Range	Grade/ Category/ Position	Academic Preparation	Actual 19— Salary	Number of Years taught	Number of Years in Present Position	Religious/ Lay	Full-Time/ Part-Time	Type of Certification
1									
2									

Conclusion

The examples of these winning boards encourage boards to use and adapt their keys to success to unlock some of the challenges faced by other boards across the country. Most important, these ideas help boards of education, religious education boards, boards governing schools owned by religious communities, regional boards or commissions to pass on the secrets which unlock the future of Catholic education.

Please submit any questions you would like answered in *Issue-Gram* or any issues you would like to see addressed in *Issue-Gram*. Send to: Regina Haney, OSF, NCEA/NABE, 1077 30th Street NW, Suite 100, Washington, DC 20007.

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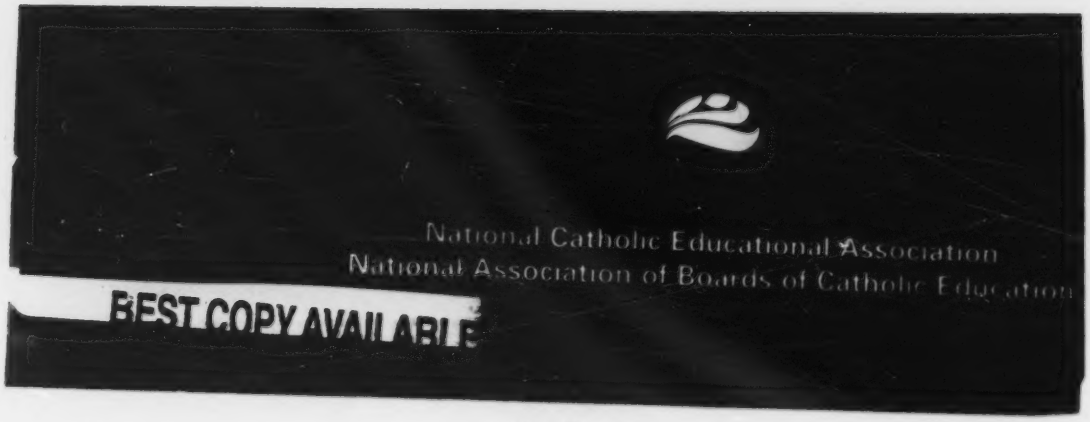
Design: Center for Educational design and Communication, Washington, DC, www.cedc.org



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